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American Association of Junior Colleges Officers and Meetings, 1941-42

OFFICERS

JAMES C. MILLER, President	
JAMES M. EWING, Vice-President	Copiah-Lincoln Junior College, Wesson, Mississippi
WALTER CROSBY EELLS, Executive Secretar	y
J. THOMAS DAVIS, Convention Secretary	John Tarleton Junior College, Stephenville, Texas

EXECUTIVE COMMITTEE

Nicholas Ricciardi (1942)San Bernard	dino Valley Junior College, San Bernardino, California
WILLIAM H. CONLEY (1943)	Wright Junior College, Chicago, Illinois
JOHN W. HARBESON (1943)	Pasadena Junior College, Pasadena, California
Byron S. Hollinshead (1943) Scra	nton-Keystone Junior College, LaPlume, Pennsylvania
C. C. COLVERT (1944)	Northeast Junior College, Monroe, Louisiana
Marjorie Mitchell (1944)	Cottey College, Nevada, Missouri

MEETINGS OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Date	Place	President	Secretary
*1920 June 30, July 1	St. Louis Mo.	James M. Wood	Martha M. Reid
1921 February 16, 17	Chicago, Ill.	David McKenzie†	Martha M. Reid
1922 March 24, 25	Memphis, Tenn.	Geo. F. Winfield	Martha M. Reid
1923 February 27, 28	Cleveland, Ohio	James M. Wood	Doak S. Campbell
1924 February 26, 27	Chicago, Ill.	James M. Wood	Doak S. Campbell
1925 February 20, 21	Cincinnati, Ohio	Louis E. Plummer	Doak S. Campbell
1926 March 17, 18	Chicago, Ill.	H. G. Noffsinger	Doak S. Campbell
1926 December 3, 4	Jackson, Miss.	Lewis W. Smith	Doak S. Campbell
1928 March 12, 13	Chicago, Ill.	Edgar D. Lee	Doak S. Campbell
1928 December 3, 5	Fort Worth, Tex.	J. Thomas Davis	Doak S. Campbell
1929 November 19, 20	Atlantic City, N. J.	John W. Barton†	Doak S. Campbell
1930 November 18, 19	Berkeley, Calif.	Jeremiah B. Lillard	Doak S. Campbell
1932 February 19, 20	Richmond, Va.	Richard G. Cox	Doak S. Campbell
1933 February 24, 25	Kansas City, Mo.	Arthur Andrews	Doak S. Campbell
1934 February 23, 24	Columbus, Ohio	A. M. Hitch	Doak S. Campbell
1935 February 22, 23	Washington, D. C.	E. Q. Brothers	Doak S. Campbell
1936 February 28, 29	Nashville, Tenn.	Robert J. Trevorrow	Doak S. Campbell
1937 February 26, 27	Dallas, Tex.	W. W. Haggard	Doak S. Campbell
1938 March 4, 5	Philadelphia, Pa.	Katherine M. Denworth	Doak S. Campbell
1939 March 2-4	Grand Rapids, Mich.	Nicholas Ricciardi	Walter Crosby Eells
1940 Feb. 29, Mar. 1, 2	Columbia, Mo.	Byron S. Hollinshead	Walter Crosby Eells
1941 Feb. 28, 29, Mar. 1	Chicago, Ill.	Clyde C. Colvert	Walter Crosby Eells
			650

^{*} Preliminary conference, called by the United States Bureau of Education.

[†] Deceased.

American Association of Junior Colleges

Committees and Sections, 1941-42

With name of chairman

EXECUTIVE COMMITTEE-James C. Miller, Christian College, Columbia, Missouri

COMMISSION ON TERMINAL EDUCATION—Doak S. Campbell, Peabody College, Nashville, Tennessee

Administrative Committee-Rosco C. Ingalls, Los Angeles City College, Los Angeles, California

Coordinating Committee-Nicholas Ricciardi, San Bernardino Valley Junior College, San Bernardino, California

Committee on Scholarships-William H. Conley, Wright Junior College, Chicago, Illinois

Committee from American Home Economics Association-Ivol Spafford, Rock Creek, Ohio

Committee from American Library Association-Foster Mohrhardt, Washington and Lee University, Lexington, Virginia

Committee from Department of Business Education of the National Education Association-Hamden L. Forkner, Teachers College, Columbia University, New York

COMMITTEE ON ADULT EDUCATION-Joseph Hackman, Austin Evening Junior College, Chicago, Illinois

COMMITTEE ON CIVIL PILOT TRAINING PROGRAM-George I. Altenburg, Highland Park Junior College, Highland Park, Michigan

COMMITTEE ON CONSUMER EDUCATION-William H. Conley, Wright Junior College, Chicago,

COMMITTEE ON EDUCATION FOR FAMILY LIFE-To be appointed

COMMITTEE ON HEALTH EDUCATION-To be appointed

COMMITTEE ON JUNIOR COLLEGE ACCOUNTING MANUAL-Walter C. Eells, 730 Jackson Place, Washington, D. C.

COMMITTEE ON NATIONAL DEFENSE—Byron S. Hollinshead, Scranton-Keystone Junior College, La Plume, Pennsylvania

COMMITTEE ON PREPARATION OF INSTRUCTORS-David Pugh, Pennsylvania State College, State College, Pennsylvania

COMMITTEE ON PSYCHOLOGY IN JUNIOR COLLEGES-Louise Omwake, Centenary Junior College, Hackettstown, New Jersey

COMMITTEE ON SPEECH EDUCATION (Joint Committee with American Association of Teachers of Speech)—Raymond P. Kroggel, State Department of Education, Jefferson City, Missouri

GROUPS

EVENING JUNIOR COLLECES—Josef E. Gellerman, Junior College of National University, Washington, D. C.

PHI DELTA KAPPA-H. B. Wyman, Phoenix Junior College, Phoenix, Arizona

JUNIOR COLLEGE WOMEN-Mrs. Gladys Beckett Jones, Garland School, Boston, Massachusetts

SECTIONS

ENGLISH AND JOURNALISM-Mrs. Helen M. Stone, Pasadena Junior College, Pasadena, California GUIDANCE AND PERSONNEL-Alice J. Griffin, Wright Junior College, Chicago, Illinois LIBRARY-To be appointed

Music-Arthur Todd, Stephens College, Columbia, Missouri

PHYSICAL EDUCATION—To be appointed
SPEECH—John N. Link, Wright Junior College, Chicago, Illinois

STUDENT ACTIVITIES-Melba A. Moore, Wright Junior College, Chicago, Illinois

THE JUNIOR COLLEGE JOURNAL

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MAY 1941

No. 9

THE RECORD OF THE CHICAGO CONVENTION

The twenty-first annual meeting of the Association held at Chicago was notable in many ways-in attendance, in quality of program, in inauguration of section meetings, in character of educational and commercial exhibits, in type of com-The registration of almost 900 from 42 states, District of mittee reports. Columbia, Canal Zone, and Dominion of Canada, set a new high in the records of the Association. The two important topics of terminal education and of national defense received deserved emphasis from many angles. A dozen section meetings for subject matter fields were an innovation that drew the attendance of many junior college instructors and resulted in the organization of several sections on a permanent basis. Twenty commercial exhibits interspersed with 10 junior college exhibits proved of great interest and value.

Unfortunately, however, for the first time in two decades of the history of the Association, a full record of this very important meeting cannot be printed for permanent record. No one in attendance could attend all of the sessions, for many of them were going on simultaneously. Those who were unable to go to Chicago ought to have an opportunity to read the complete proceedings. Therefore a full record should be published. Full plans had been made to collect accounts of all the section meetings, breakfast groups, and luncheon sessions and to present at least abstracts of the important papers and discussions which took place at them.

The Executive Committee, at its meeting immediately following the convention, after struggling with the budget for several hours, reluctantly came to the conclusion that the Junior College Journal must be cut drastically in number of issues or size of issue or both. They decided that the May issue which regularly has contained a full account of the annual meeting should be reduced in size and cost by elimination of accounts of all except the general sessions.

Not even all of the addresses given at the general sessions are included. Omitted are the address of welcome by President Snyder, President Kent's address on national defense, Dr. Spahr's illustrated address on engineering phases of terminal education, and several of the banquet addresses. Nor can any adequate notice be given of the social functions, of the musical contributions, of the brochure distributed by the Illinois Association of Junior Colleges, or the national radio broadcast by three representatives of the Association.

By special arrangement, however, and independently financed without cost to the Association, the Commission on Junior College Terminal Education has provided for a supplement to this issue which contains the important reports presented by this Commission at the Chicago meeting and related documents and an outline of plans for significant future activities. This supplement will also

be available as a separate publication.

WALTER C. EELLS, Editor

Program of the Twenty-First Annual Meeting

Stevens Hotel, Chicago, Illinois

THURSDAY, FEBRUARY 27, 1941

- 9:00
- Music: Woodrow Wilson Junior College Chorus
 ADDRESS—"Welcome to Chicago in 1941"
 FRANKLYN B. SNYDER, President, Northwestern University
 PRESIDENTIAL ADDRESS—"Terminal Education and National Defense" 10:20
- CLYDE C. COLVERT, Dean, Northeast Junior College, Louisiana
 10:50 EXECUTIVE SECRETARY'S REPORT
- Walter Crosby Eells, Executive Secretary, Washington, D. C.

 11:20 ADDRESS—"Founding of Early Junior Colleges—President Harper's Influence"

 Lewis W. Smith, Director, American College Bureau, Chicago
- REGIONAL GROUP LUNCHEONS NEW ENGLAND
 - Chairman: MILTON D. PROCTOR, President, Westbrook Junior College, Maine
 - NORTH CENTRAL Chairman: WILLIAM H. CONLEY, Dean, Wright Junior College, Chicago
 - Speaker: DOAK S. CAMPBELL, Peabody College, Tennessee
 - MIDDLE STATES Chairman: PAUL D. SHAFER, President, Packer Collegiate Institute, New York
 - SOUTHERN Chairman: RICHARD G. Cox, President, Gulf Park College, Mississippi
 - WESTERN
 - Chairman: Rosco C. Ingalls, Director, Los Angeles City College General Session
 - Topic: "Junior Colleges and the National Defense"
- 2:00 REPORT-"Junior College Administrators Poll"
- WALTER C. EELLS, Executive Secretary
 ADDRESS—"What Can and Should Junior Colleges Do?"
- FRED J. KELLY, U. S. Office of Education, Washington, D. C. 2:45 ADDRESS—"What Can and Should Junior Colleges Do?"
- RAYMOND A. KENT, President, University of Louisville, Kentucky REPORT—"Preparation of Teaching Syllabi"
- J. THOMAS ASKEW, Dean, Armstrong Junior College, Georgia ADDRESS—"Education and Coordination of Youth Serving Agencies"
- 3:30 DWAYNE ORTON, President, Stockton Junior College, California
- DISCUSSION
- ANNE LAUGHLIN, State NYA Director, Topeka, Kansas RECEPTION AND TEA 4.30 Auspices of Illinois Association of Junior Colleges

FRIDAY, FEBRUARY 28, 1941

- - PHI DELTA KAPPA BREAKFAST

 Chairman: H. B. WYMAN, Dean, Phoenix Junior College, Arizona
- MUSIC: Male Quartette, North Park College ADDRESS: E. T. McSwain, Professor of Education, Northwestern University
- 8:00 JUNIOR COLLEGE WOMEN'S BREAKFAST
 - Chairman: GLADYS B. JONES, President, Garland School, Massachusetts General Session
 - Topic: "Junior College Terminal Education As I See It"
- 9:30 MUSIC-North Park College Glee Club
- 9:45 ADDRESS-"From the Standpoint of Commercial Life and Business Education" PAUL A. MERTZ, Director of Company Training; Sears, Roebuck and Co., Chicago
- 10:15 ADDRESS—"From the Standpoint of the Home Economics Field" IVOL SPAFFORD, General College, University of Minnesota
- ADDRESS-"From the Standpoint of Organized Labor" George A. Patterson, Steel Workers Organizing Committee, Chicago

- 11:15 ADDRESS—"From the Standpoint of Engineering and Aviation"
 ROBERT H. SPAHR, Chairman, Instruction and Curriculum Development, General
 Motors Institute, Flint, Michigan
- 12:30 LUNCHEON FOR REPRESENTATIVES OF PUBLICLY CONTROLLED JUNIOR COLLEGES
 - Chairman: NICHOLAS RICCIARDI, President, San Bernardino Valley Junior College, California

 - "Progress Toward State Support"
 In Texas—J. F. Mead, President, Amarillo College
 In Oklahoma—EMILY B. SMITH, Dean, Altus Junior College
 - "National Junior College Track and Field Meet
 - GEORGE W. Scott, Dean, Trinidad Junior College, Colorado

 - "How Should Conscription Affect Junior Colleges"
 WILLIAM H. CONLEY, Dean, Wright Junior College, Chicago

 - "How May Students Be Interested in Terminal Courses?"

 JOHN W. HARBESON, Principal, Pasadena Junior College, California
 "How Secure Federal Aid for Terminal Education?"
 - WALTER E. MORGAN, Assistant Superintendent, State Department of Education,
- California JAMES A. NUTTALL, President, Snow College, Utah
 12:30 LUNCHEON FOR REPRESENTATIVES OF PRIVATELY CONTROLLED JUNIOR
- COLLEGES
 - Chairman: A. M. Hітсн, Superintendent, Kemper Military School, Missouri
 - "Advertising Methods, Schedules, and Results"

 JOHN C. SIMPSON, President, Stratford College, Virginia

 - "Are Private Junior Colleges Adequately Represented in the Defense Program?"

 JAMES L. ROBB, President, Tennessee Wesleyan College
 "Has the Private Junior College for Women Any Place in the National Defense Program?'
 - MARGARET DURHAM ROBEY, Director, Southern Seminary and Junior College, Virginia
 - "Can We Help in the Care of European Children?"
 - ROBERT J. TREVORROW, President, Centenary Junior College, New Jersey
 "How Can a Private Junior College with a National Clientele Adequately Meet the
 Need for Terminal Curricula?"

 - JESSE P. BOGUE, President, Green Mountain Junior College, Vermont "Should the Junior College Grant the Degree or Title of Associate in Arts?"
 - JAMES C. MILLER, President, Christian College, Missouri Section Meetings
 - General Topic: "What are the implications of terminal education for our field?"
- - Chairman: C. C. Colvert, President of the Association
 - Reports of the work of the Commission on Junior College Terminal Education by DOAK S. CAMPBELL, Peabody College, Tennessee, Chairman of the Commission, Rosco C. Ingalls, Director, Los Angeles City College, Chairman of the Administrative Committee, and Walter C. Eells, Director of the Exploratory Study
- 2. ENGLISH AND JOURNALISM
 - Chairman: HARRIET C. STODDARD, Blackburn College, Illinois "American Literature for Terminal Students"

 JAMES ERNST, Woodrow Wilson Junior College, Chicago

 - "Masterpieces in the Terminal Curriculum"
 MABEL A. BUCKNER, Christian College, Missouri

 - "National Survey of Journalism in Junior Colleges"
 DOROTHEA L. SCHLEGEL, Mary Hardin-Baylor College, Texas
- 3. FOREIGN LANGUAGES
 - Chairman: AGNES BLANC, Wright Junior College, Chicago
 - Topic: The Implications of Terminal Education for the Field of Foreign Languages

 - Topic: The Implications of Terminal Education for the Field of Foreign Languages
 "For French", Dorothy Roberts, Woodrow Wilson Junior College, Chicago
 "For German", Dora Piestch, Wright Junior College, Chicago
 "For Italian", Frank H. Moss, Austin Evening Junior College, Chicago
 "For Slovak", Adam Podkrivacky, St. Procopius College, Illinois
 "For Spanish", Agatha Cavallo, Herzl Junior College, Chicago
 "For Swedish", E. Gustav Johnson, North Park College, Chicago
 "The Foreign Language Club", Joseph G. Creanza, Central YMCA College, Chicago

4. SOCIAL STUDIES

Chairman: PAUL A. VARG, North Park College, Chicago

"Economics and the Terminal Student"

W. C. STONE, Morton Junior College, Illinois

"The Social Science Survey Course and the Terminal Student"

GEORGE PROBST, University of Chicago "History and the Terminal Student"

HAROLD JACOBSON, North Park College, Chicago

"Sociology and the Terminal Student'

W. R. HAMMOND, Northeast Junior College, Louisiana

5. SPEECH

Chairman: Mollie Ann Reid, Morton Junior College, Illinois

"Speech Training for Junior Colleges

G. E. Densmore, Department of Speech, University of Michigan

"Technical Aids in Speech Training"

PAUL MOORE, Department of Speech, Northwestern University "Speech Courses in the Terminal Curricula"

P. MERVILLE LARSON, North Park College, Chicago

"Terminal Education-the Radio Workshop

GEORGE JENNINGS, Program Director, Radio Council of Chicago Public Schools

"The Role of Speech in Terminal Education"

GRACE E. INGLEDUE, Northeast Junior College, Louisiana

6. NATURAL SCIENCES

Chairman: JAMES B. PARSONS, Woodrow Wilson Junior College, Chicago

Topic: "Terminal Education in the Sciences"

"In the Biological Sciences

LUDWIG G. LEDERER, Herzl Junior College, Chicago

"In the Physical Sciences"
C. E. RONNEBERG, Herzl Junior College, Chicago

"As Related to Survey Courses

C. J. POTTHOFF, General College, University of Minnesota

"From the Standpoint of Industry

ARTHUR SCHROEDER, Research Chemist, Pure Oil Company, Chicago 7. MATHEMATICS AND TECHNOLOGY

Chairman: EARL C. DOUGLAS, Joliet Junior College, Illinois

"Development of the Mathematical Survey Course

VIRGINIA MODESETT, Wright Junior College, Chicago
"The Junior College Business Mathematics Course"
JEROME SACHS, Woodrow Wilson Junior College, Chicago

8. BUSINESS EDUCATION

Chairman: J. A. Anderson, Morgan Park Junior College, Chicago "The Problem of Terminal Education as Applied to the Business Curriculum of Junior Colleges"

WILLIAM H. SPENCER, Dean. School of Business, University of Chicago "The Accounting Curriculum for Junior Colleges" Round Table Discussion led by RUSSELL D. HAINES, Assistant Dean, College of Commerce, De Paul University

Chairman: ARTHUR E. TODD, Stephens College, Missouri

"Music for All as an Aim of the Junior College"

G. D. Wiebe, Ohio State University Discussion: R. C. Frisbie, Northeast Junior College, Louisiana E. CLIFFORD TOREN, North Park College, Chicago

10. ART

Chairman: MARY ELLEN COWLING, Stephens College, Missouri

"Integrated Education in Art" (Illustrated)

L. Moholy-Nagy, School of Design, Chicago

11. PHYSICAL EDUCATION

Chairman: JOSEPH C. NOVAK, Wright Junior College, Chicago Recorder: Lenore Wood, Herzl Junior College, Chicago

Theme: Physical education today—is it timely?
"Coordinating the Physical Education Program with the Terminal Functions of Junior Colleges"

GARDINER W. SPRING, Dean, Chaffey Junior College, California

"Implications of National Defense for the Physical Education Program of Junior Colleges"

Robinson

NELSON T. METCALF, University of Chicago "Physical Education Instruction Program' WILMA D. HAYNES, Stephens College, Missouri "Recreation"

HARRY D. EDGREN, George Williams College, Chicago "Health Education for Women' MRS. CARMEN McFARLAND, Chicago YWCA

12. LIBRARY

Chairman: Lois E. Engleman, Frances Shimer Junior College, Illinois Secretary: Maysel Baker, La Salle-Peru Junior College, Illinois "Should the Junior College Offer a Terminal Curriculum in Library Service?"

HELEN F. PIERCE, Modesto Junior College, California
Discussion: Led by MARY VICK BURNEY, University of Tennessee Junior College
"Achievements and Plans for Library Cooperation in the Terminal Education Program
of the Junior College" Symposium: Joseph Ballinger, Herzl Junior College, presiding. Participants: Robert M. Lightfoot, Jr., Scranton-Keystone Junior College,
Pennsylvania; Goldie B. Ingles, Bakersfield Junior College, California; Gladys GREEN, Los Angeles City College, California; MARCUS SKARSTEDT, San Francisco Junior College, California; Eva Browning, Weber College, Utah; Winifred E. SKINNER, Pasadena Junior College, California; and others

13. GUIDANCE AND PERSONNEL

Chairman: James McCallister, Herzl Junior College, Chicago "Guidance Practices in Terminal Education" LILA MCNUTT, LaSalle-Peru Junior College, Illinois "Placing Graduates of Terminal Curricula" Frances T. Boylan, Wright Junior College, Chicago

14. TESTS AND MEASUREMENTS

Chairman: MAX D. ENGELHART, Chicago Municipal Junior Colleges Informal panel discussion. Samples of a variety of tests suitable for junior college use were provided for inspection and discussion.

General Session

ASSOCIATION BANQUET

MUSIC-Wright Junior College Choir ERHARDT BERGSTRASSER, Conductor RECOGNITION OF STATE GROUPS INTRODUCTION OF GUESTS

GREETINGS FROM EARLIEST EXISTING PUBLIC JUNIOR COLLEGE C. L. JORDAN, Joliet Junior College, Illinois
GREETINGS FROM EARLIEST EXISTING PRIVATE JUNIOR COLLEGE
GUY M. WINSLOW, Lasell Junior College, Massachusetts
GREETINGS FROM CANADIAN JUNIOR COLLEGES

H. F. Hall, Dean, Sir George Williams College, Montreal, Quebec, Canada MUSIC—PATRIOTIC CANTATA—Wright Junior College Chorus

"Ballad for Americans" ALBERT THOMAS PRICE, Baritone

PORTER HEAPS, Organist
ADDRESS—"The Junior College and Terminal Education" ROBERT MAYNARD HUTCHINS, President, University of Chicago

SATURDAY, MARCH 1, 1941

Breakfast Sessions

7:30 Evening Junior Colleges Chairman: ALEX LADENSON, Assistant Dean, Carl Schurz Evening Junior College, Chicago

7:30 Junior College Section of the Educational Association of the United Methodist Church Chairman: ROBERT J. TREVORROW, Centenary Junior College, New Jersey

7:30 Minnesota Junior Colleges Chairman: H. A. Drescher, Hibbing Junior College

General Session 9:00 STUDENT SYMPOSIUM: "Why I Am Enrolled in a Terminal or Semiprofessional Curriculum"-Statements by students from Illinois Junior Colleges General Business, IRVING DUBIN, Schurz Evening Junior College General Cultural, Ardell Arthur, Morgan Park Junior College

General Cultural, HAZEL A. McDONALD, Englewood Evening Junior College Engineering, Donald Hautop, Wright Junior College
Laboratory Technician, Mary Osborne, Evanston Collegiate Institute
Medical Secretary, Elaine Banti, Herzl Junior College Merchandising, ANAMARY KIRCHOFF, Woodrow Wilson Junior College Music, SHIRLEY GALITZ, North Park College Secretarial, BETTY BARBIER, Austin Evening Junior College

Secretarial, RICHARD PURVIS, Morton Junior College
10:15 ADDRESS—"Preparation of Instructors for Junior College Terminal Curricula" ERNEST V. HOLLIS, Teacher Education Commission, American Council on Education Business Session

11:00 REPORT OF COMMITTEE ON CONSUMER EDUCATION WILLIAM H. CONLEY, Wright Junior College, Chicago, Chairman
11:15 REPORT OF COMMITTEE ON ADULT EDUCATION

JOSEPH HACKMAN, Austin Evening Junior College, Chicago, Chairman

11:30 REPORT OF COMMITTEE ON JUNIOR COLLEGE ACCOUNTING MANUAL
WALTER C. EELLS, Washington, D. C., Chairman

11:35 PROPOSED JUNIOR COLLEGE ACCOUNTING MANUAL

HENRY G. BADGER, U. S. Office of Education, Washington, D. C. 11:45 CIVIL AVIATION PROGRAM IN JUNIOR COLLEGES

G. I. ALTENBERG, Highland Park Junior College, Michigan
12:00 REPORT OF COMMITTEE ON SPEECH EDUCATION
R. P. KROCCEL, Missouri State Department of Public Schools, Chairman

12:15 REPORT OF TREASURER
WALTER C. EELLS, Washington, D. C.
12:20 REPORT OF EXECUTIVE COMMITTEE

J. THOMAS DAVIS, John Tarleton Junior College, Texas, Secretary NEW BUSINESS

12:35

REPORT OF AUDITING COMMITTEE 12:40 REPORT OF COMMITTEE ON RESOLUTIONS REPORT OF COMMITTEE ON NOMINATIONS 12:45 12:50

12:55 INSTALLATION OF NEW OFFICERS

Section Meetings

General Topic: "What are the implications of national defense for our field?"

1. ENGLISH AND JOURNALISM

Chairman: HARRIET C. STODDARD, Blackburn College, Illinois "The Credibility of Foreign News"

KENNETH E. OLSON, Dean, Medill School of Journalism, Northwestern University

"American Life in American Humor' WALTER BLAIR, Associate Professor of English, University of Chicago

"The Schools Are Our Defense' HELEN RAND MILLER, Evanston Township High School, Illinois

2. FOREIGN LANGUAGES

Chairman: AGNES BLANC, Wright Junior College, Chicago

"The Implications of National Defense for the Field of Foreign Languages" ETHEL PRESTON, Austin Evening Junior College, Chicago

"Foreign Languages on the Air"

JENNIE S. SHIPMAN, Woodrow Wilson Junior College, Chicago

At 12 o'clock noon, the section held a luncheon session. Speaker: HILDA NORMAN, University of Chicago

3. SOCIAL STUDIES

Chairman: PAUL A. VARC, North Park College, Chicago

"Social Studies and National Defense"

John S. Kenyon, Lyons Township Junior College, Illinois
John A. Barthy, Woodrow Wilson Junior College, Chicago

4. SPEECH

Chairman: Mollie Ann Reid, Morton Junior College, Illinois "The Place of Speech Training in the Junior College" JOHN N. LINK, Wright Junior College, Chicago

"Education Through Drama" NORMAN ALEXANDROFF, Director of College Drama, Columbia College of Expression, Chicago

- "National Defense-Radio and Its Part"
 - MARY AGNES SCHROEDER, Continuity Writer, Radio Council of Chicago Public Schools
- "Thinking Straight Now"
 - IRVING LEE, Department of Speech, Northwestern University
- - Chairman: James B. Parsons, Woodrow Wilson Junior College, Chicago Topic: "How Can Junior Colleges Contribute to the National Defense Program?"
 - "Student Pilot Training" CHARLES E. Cox, Superintendent, Civil Pilot Training Service, Third Region, Chicago
 - "Health Program for National Defense"
 Andrew Stauffer, Wright Junior College, Chicago

 - "Suggestions for Special Types of Training"
 M. C. Bergen, Morgan Park Junior College, Chicago
 - "An Evaluation"
 - PAUL E. KLOPSTEG, National Defense Research Committee
- 6. MATHEMATICS AND TECHNOLOGY
 - Chairman: EARL C. DOUGLAS, Joliet Junior College, Illinois
 - "National Defense and the Junior College Program"
 HENRY T. HEALD, Illinois Institute of Technology
- 7. BUSINESS EDUCATION
 - Chairman: J. A. Anderson, Morgan Park Junior College, Chicago "Preparation for a Senior College of Commerce—Common Problems"

 - HOMER B. VANDERBLUE, Dean, School of Commerce, Northwestern University
 "Fundamental Aspects of a Terminal Business Education Program" Economics Round
 Table Discussion, led by JAMES T. JOHNSON, Northeast Junior College, Louisiana
- 8. MUSIC AND ART

 - Chairman: MARY ELLEN COWLING, Stephens College, Missouri LECTURE-DEMONSTRATION: "The Integration of Art, Literature, and Music in a
 - Humanities Survey Course' Louise Dudley, Stephens College, Missouri
- 9. PHYSICAL EDUCATION

 - Chairman: Alma M. Hawkins, George Williams College, Chicago Theme: Implications of Terminal Education and National Defense for Physical
 - Education
 - "Summary of Friday Session"
 LENORE WOOD, Herzl Junior College, Chicago
 - Working Session-
 - Discussion Leader: WILMA D. HAYNES, Stephens College, Missouri
 - "Trends in the Physical Education Instruction Program"
 - "Next Steps in Recreation"
 - "What Should be the Emphasis in Health Education?"
- 10. LIBRARY
 - Chairman: Lois E. Engleman, Frances Shimer Junior College, Illinois Secretary: Maysel Baker, La Salle-Peru Junior College, Illinois "National Defense and Junior College Libraries"

 - CARL H. MILAM, Executive Secretary, American Library Association, Chicago
 Discussion, led by ROBERT H. WILKINS, Woodrow Wilson Junior College, Chicago
 "Book Lists for Junior College Terminal Education Pertaining to National Defense"

 - WAVE L. NOCCLE, Virginia Junior College, Minnesota
- 11. GUIDANCE AND PERSONNEL
 - Chairman: JAMES McCALLISTER, Herzl Junior College, Chicago

 - "Guidance Problems Growing Out of Defense Activities"

 J. Anthony Humphreys, Wilson Junior College, Chicago

 "Assisting Students with Adjustments Arising from the National Defense Program"

 Sidney E. Tarbox, Central YMCA College, Chicago

 "New Employment Opportunities Arising from the National Defense Program"

 - - ROBERT K. BURNS, Science Research Associates, Chicago
- 12. STUDENT ACTIVITIES
 - Chairman: Agatha Cavallo, Herzl Junior College, Chicago
 - Round table discussion of problems in junior college student activities

Terminal Education and National Defense

[PRESIDENTIAL ADDRESS]

C. C. COLVERT*

A very valuable lesson in the learning process has been derived by the writer from the game of golf. He is thoroughly convinced that if one is to learn to play this interesting game efficiently, he must learn it before he is 40. Likewise, a skilled mechanic, technician, nurse, or secretary should be trained at the time they can best receive such training and can best afford the time to receive it. These are the youth of junior college age.

The magic word in national affairs today is "defense." The magic word in junior college circles is "terminal." Strangely enough, these two words are closely related at the present time of national emergency for youth of junior

college age.

Until very recently, theoretically and in actual practice, the chief function of the college was to prepare high school graduates for the professions, such as law, medicine, engineering, teaching, and social and religious work. Today, in theory we believe the college-at least the first two years of it-should train for the vocations as well as for the professions. In general practice, however, we have not changed much, even though we are making progress.

The junior college has two major functions in the field of curricula offerings. One of these functions is to offer preprofessional courses in the professions mentioned above. Since the existence of colleges they have performed this function. As was just mentioned, this has been-until recently-the only function of the college, including the junior college. The other function has to do with terminal courses. The junior college is obligated to offer courses which will train its youth for jobs at the end of one or two years of college.

Let us see just what the total situation is with regard to the youth available for the junior college. The junior college is only about 40 years old and has had a consistent growth from the beginning. Its growth has been especially rapid during the last 20 years. The rate of increase in both the number of junior colleges and the number of students enrolled in them has been phenomenal. The junior college is the fastest growing educational unit in the United States today. The reason for this is that the junior college is really meeting an urgent educational need of young people. The colleges are not enrolling a very large percentage of their possibilities. The high schools of this country have enrolled almost 8,000,000 pupils, which is 75 per cent of the high school population. This is an enviable record. About 1,200,000 boys and girls are graduated from high schools annually. During the next year after these young people graduate, where do we find them? Only about 400,000 enter college as freshmen; a few others enter other types of schools; still a few others secure employment; and the remainder, which is the vast majority of them, do not go to school and are unemployed.

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They have nothing to do. They become discouraged, disturbed, and many develop into bad citizens as a result. The average age of the criminal today is 19, which is exactly within the junior college years. Of these 1,200,000 high school graduates, 800,000 do not go to college at all. Over a two-year period, this means that there are twice 800,000, or 1,600,000 prospective freshmen and sophomores eligible for the first two years of the junior colleges. What business would not like to have such an eligible group of possible customers? Just think — 1,200,000 high school graduates annually, or 2,400,000 students every two years eligible for the first two years of college work of an advanced nature of some kind. Out of this 2,400,000 students, the junior college this year registered only 236,000 of them-despite an increase of 20.5 per cent in enrollment this year over last year. These figures should be a challenge to us here today.

The above group of students does not belong entirely to the junior college. Many of them do and should go to senior colleges. However, there is a group of young people who belong almost exclusively to the junior college. That group consists of those youth who have not completed high school and who are of junior college age-between 17 and 21 years of age-who need training that will enable them to earn a living and become useful citizens. The junior college should be responsible for the training of all youth who are of junior college age, including those with a high school diploma and those without one.

These young people of junior college age who have not completed high school and about 85 per cent of those graduating from high school should enroll in the junior college courses that will train them in occupations, trades, and the technical jobs which they can complete in one or two years. They can be adequately equipped to do a specific job satisfactorily and thus earn a living, be a contented worker, rear a happy family, and live as useful and God-fearing citizens of their community. The figure, 85 per cent of the high school graduates needing junior college terminal courses, is used advisedly, because only one-half of these graduates ever enter college at the present time. Of the freshmen entering college, only about 60 per cent enter the sophomore year, approximately 40 per cent graduate, and about 25 per cent enter the junior year of college. Terminal courses then are suitable to the larger portion of the junior college population. The junior colleges are not offering enough terminal courses to meet the needs of these youth. For instance, many junior college students graduate in prelaw, because that was nearest to their interests in that they had only a choice from the curricula offered of medicine, or general arts and sciences, and prelaw. They received their junior college diploma in prelaw, but they probably never had much hope at all of going on to college. They took prelaw because it was that, or worse, according to their thinking and interests. The junior college thus turns these students loose upon the world, or rather turns the world loose upon them, and they suddenly know that they are not prepared to do anything successfully. They may secure jobs as filling station attendants, for which they have received no specific training in salesmanship, keeping of records, greasing cars, or anything pertaining to the duties which are theirs. They may get a job in an automobile garage and find themselves with no training which noticeably aids them in auto-repairing.

One could go on with such tragic illustrations ad infinitum, or possibly ad nauseam. Such realities are all too familiar to all of us. In other words, we have three-fourths of our regular freshmen who need courses at the junior college level in technical work, such as simple house-designing and construction, radio technician, laboratory assistants of all kinds, mechanics and machinists of all types, cabinet-makers, photography in all of its various phases, homemakers, recreational leaders, etc. The junior college can take a high school graduate with the general education which he possesses and in one to two years' time turn out a well-trained beauty operator-one who knows the science and hygiene of the face and hair, as well as one who has essential and final training in citizenship and general education. The junior college can take a girl who has a high school education with a background of seven or eight years of grammar school training and four years of high school education and give her training in cooking, sewing, home-management, child-care, nursing, home furnishings, citizenship, etc., with no thought that this young lady will go on to the senior college, but with the thought that she will never go on, and will become a wife and mother in her community. It may be that she desires to become a secretary and knows that she will never go to a senior college, as three out of four students never will. In that case, she should not be forced to take the first two years of a four-year secretarial course, but rather she should be given courses which will equip her in one or two years to work successfully in the average office. She should have courses in shorthand, typing, secretarial accounting, office practice, business machines, filing, business letter writing, and such courses which the professional school waits until the junior and senior years to give.

There is the young man who has completed high school, lives on a farm, and would like to get a two-year course at college in farming which will equip him to make a better living on that farm. He knows he cannot go to a senior college and secure his bachelor's degree. The junior college is near him, and he can attend it because the fees are not so high, and he can ride the bus to school, or perhaps he lives close enough so that he can stay at home and will not have to pay board and room. Anyway, he knows that two years are all that he can get, because of finances. What this young man needs then is not the first two years of a four-year college course in agriculture, but rather a terminal course—a course which is complete within itself during these two junior college years. He needs a course which gives him further training in English, health, and citizenship, and then he needs courses which train him how to cultivate his own farm. He needs to know something of poultry, hogs, cattle, or whatever is appropriate in his area. He needs to know simple farm accounting. Instead of doing his practice farming or poultry-raising at the model farm of the college where the soil has the best attention and where there is a good tractor, a good disc plow. etc., he needs to practice under conditions with which he is faced at home. He needs to carry on his project on his own farm with the Missouri mule and that wired-up Georgia plowstock, and that piece of land that he needs to learn how to handle. The agricultural staff of the college needs to travel around and supervise the projects at the young

man's home. In other words, for most of the young men interested in farming, the Smith-Hughes program should be carried on into the junior college agricultural program on a junior college level. Many say that such courses can be offered, but students will not enroll in them. There is some truth in that; however, if courses which are adapted to student and community needs are are offered, students will take them. Ten years ago Pasadena Junior College in California had only 10 per cent of its students enrolled in terminal courses. Today, two out of every three, or 67 per cent, are taking terminal courses. That is, two out of every three Pasadena Junior College Students deliberately say: "I want a terminal course which trains me to do something at the end of two years, and which I know will not admit me to a senior college." Practical junior college curricula are needed for students. For instance, the physicians, dentists, and surgeons of Minnesota, were having Rochester, trouble securing secretaries who knew the work in a doctor's office. Their secretaries did not know how to write and keep up case histories. These doctors appealed to the faculty of the Rochester Junior College and, as a result of a series of conferences between the two groups, a physicians' and dentists' assistants curriculum was formulated, and now each year that junior college trains in two years such assistants as are needed. In California, the Northern Hotel Men's Association was faced with the problem of securing trained men. The San Francisco Junior College was presented with this problem, and in cooperation with these hotel men the college worked out a two-year course in hotel and restaurant management which includes everything from dishing out the

hash in the kitchen to the psychology of the cash register. Why not spend the taxpayer's money on the training of the taxpayer's children to enable them to make a living? I sincerely believe the taxpayers are interested in this, too.

Most of the aforementioned types of courses are for the high school graduate. There should be short courses of from six weeks to one or two years in length for certain high school graduates and for the large number of young people of junior college age who never had the opportunity to secure a high school diploma. They want and need help. They need further training in order to earn a living or secure promotion. John Tarleton College at Stephenville, Texas, for instance, offers a sixweek course for young women who are planning marriage. A large number take advantage of this course each year. All of these things concerning the possibilities of junior college youth and terminal courses have been portrayed in order to show that the junior college has the proper setup for training youth in a national defense program. The junior college has youth in large numbers at the ages for training in semiprofessional and vocational courses needed in national defense. With such a large junior college population of eligible youth-eligible both as to previous preparation and age-the training of defense workers of every type needed can be begun in the junior college, and much of it can be completed there. As stated at the outset, one should receive his vocational training at the time he can best receive it. These are the junior college people.

Such types of training recently have been sponsored by the National Youth Administration, and, to some extent, by the Civilian Conservation Camps. We,

the educators of this country, have slept on our rights and duty. There is no need for the national government to set up a separate agency to educate these young people of junior college age, as is now being done. The educational work that the NYA is doing definitely belongs in the junior college field. These young people are exactly of junior college age. Had not we of the junior college been so busy trying to offer courses which would get our graduates into the senior colleges, instead of working out and offering appropriate and practical courses—terminal courses- for the vast majority of the junior college students, we might have thought to ask for, and as a result of having asked, received the privilege of training these young people. We might have been offering, as an educational agency, these short courses for the youth now under the NYA. The NYA program is an education program and should not be administered by an agency outside of the educational setup of the states and the nation. We of the junior colleges need to give our attention to these terminal courses. We need to study our community needs. The junior college has the age group which can be trained in a vast number of occupations and trades, including those for defense which this nation is realizing more and more every day it needs.

The junior colleges have the personnel already trained in the handling of youth of NYA age. With a little state and Federal help financially the junior college could set up an educational program of training for all the youth for which it is responsible. This would relieve the Federal government of the expense of setting up an outside agency, as it has done, for doing a particular type of educational service.

Another type of training which the

government initiated last year was that of the civil pilot training program under the Civil Aeronautics Board. The plan is that the colleges shall furnish the students and sign a contract with the government to teach the ground school. The flight school, however, is to be done by an agency outside the college. This agency is to have a separate and independent contract, and the contract to be with the government for teaching the flying. There is, therefore, a dual control set up for training students to fly. Some colleges are fortunate enough to have a well-established and reliable commercial aviation school available, and arrangements with these reliable commercial flying schools to give the flight instruction have proved highly satisfactory-in most cases.

A majority of the colleges were not fortunate enough to have a good commercial flying school available. They had to take some aviator who knew nothing of a college program, and cared less, and turn over to him the flight training of the college youth. This flight operator, who had a separate contract with the Federal government was not very cooperative in many instances. It might be said that some colleges were not very cooperative with the flight operators. This whole situation was brought about because the government set up a non-educational unit to do an educational job. Education is a continuous and specialized process. As long as the Federal and state governments have educational agencies already organized with the administrative and teaching organizations setups available, it seems utterly foolish to set up a parallel non-educational agency to do the task. A few colleges have demonstrated successfully that this civil pilot training program can be operated by the colleges. Good salaries can be paid the flight instructors, adequate equipment properly maintained can be secured. All the profits made out of this flight training program can be put back into the program to purchase equipment and teaching facilities. The college can thus own its own equipment, employ its own instructors, and be responsible for the educational results.

Terminal courses in the junior college can become defense courses. More terminal courses are being offered each year. The grant of \$35,000 made to this Association last year and administered by our Commission on Junior College Terminal Education under the leadership of Dr. Doak S. Campbell, chairman of the commission, Dr. Rosco Ingalls, chairman of the administrative committee, and Dr. Walter C. Eells, di-

rector of the study, has given great impetus to terminal education. This Commission did an outstanding piece of work last year. Beginning January 1, of this year, the General Education Board made a grant of some \$103,000 to the American Association of Junior Colleges. This grant was made as a result of good work on the part of the Commission and its Administrative Committee.

If the junior college will offer courses more suitable to all the needs of all the youth of junior college age, if it will stress good citizenship, the value of the individual, the basic principles of a democratic form of government, and a deep abiding patriotism, our youth—now and in later years—will have a moral fiber and a stability which will stand whatever stresses and strains they may face.

Annual Report of Executive Secretary

WALTER CROSBY EELLS*

The year 1940, covered by this report, has had its lights and its shadows—its successes and its failures—its satisfactions and its disappointments. Much of the normal work of the year (if there ever is such a thing as normal) has been influenced and modified by essential activities connected with the study of terminal education and with the consideration of problems growing out of national defense—the two subjects which are to form the greater part of the discussion of the three days of the annual meeting upon which we are entering this morning.

During the year 1940 the speaker was on half-time appointment as Executive Secretary of the Association, and half-time appointment under the Commission on Junior College Terminal Education as Director of its year of exploratory study. As a matter of fact, however, each of these responsibilities occupied considerably more than normal "half-time" service, and the two were so closely related and inextricably intertwined (as, in my judgment, was desirable for the best welfare of the Association and of the junior college movement) that no effort was made to keep them entirely distinct. For the same reason it seems unnecessary and undesirable to try to keep them entirely separate in this report today.

SECRETARIAL WORK

Under this heading may be presented first certain matters of record con-

cerning the growth of the junior college movement and of the Association during the past year.

Junior College Movement. A comparison of the annual junior college directories, published in the issues of the Junior College Journal for January, 1940 and January, 1941 shows an increase in junior colleges reported from 575 to 610 institutions, while the enrollment has increased from 197,000 to 236,000—a growth of more than 20 per cent. Further detailed analysis of this growth and its significance may be found in the February, 1941 issue of the Journal and in the Junior College Directory, 1941, published this month and distributed to all member institutions.

Association Membership. The following statement summarizes the membership status of the Association on January 1, 1940 and January 1, 1941, and shows the net gain and percentage increase in each of the four classes of membership during the year.

1940	1941	Increase
Institutional members:		
Active members 325	377	16%
Associate members 30	37	23
Total Junior -		
Colleges 355	414	17%
Individuals and groups:		, •
Honorary members 2	2	0
Sustaining members 28	35	25
Total Membership All Classes 385	451	17%

Only one junior college was dropped at the close of 1940 for nonpayment of dues for two years, as provided by the constitution, in comparison with 13 institutions dropped for this reason last

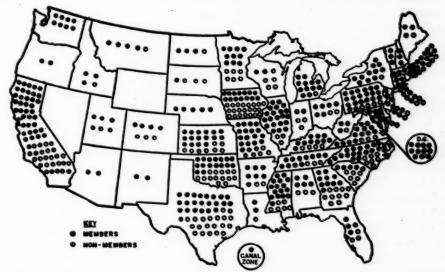
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year. It is worth noting that eight states (including the District of Columbia) with 36 junior colleges now have 100 per cent membership in the Association—Arizona, District of Columbia, Nebraska, New Hampshire, New Mexico, Oregon, Vermont, and Washington—as compared with seven states having 28 junior colleges which had such a record last year. Attention is directed to the two membership maps for 1940 and 1941 posted in the adjoining exhibit hall.*

percentage of membership, as reported last year, for comparative purposes.)

Regional	No. of	Members	Per cent membership	
area	ir. colls.	of Assn.	1940	1941
Middle State		59	81%	88%
Northwest	_ 25	21	71	84
New England	47	37	79	79
North Centra	1 224	144	58	64
Southern	183	116	58	63
Western	. 64	37	53	58

It will be noted that, with one exception, a substantial percentage increase in membership has taken place in each of the regional areas. If the junior col-



MEMBERSHIP, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, JANUARY 1, 1941

While this report of institutional members shows a distinct improvement over last year, 68 per cent membership of junior colleges as compared with 62 per cent last year and 56 per cent the previous year, it can still hardly be considered entirely satisfactory. An analysis of current membership by regional association areas is significant. (The fourth column gives the corresponding

leges of the Middle States and of the Pacific Northwest in each case can surpass 80 per cent membership on the part of eligible institutions, think what might be accomplished in the way of a united front for "total defense" against the forces of misunderstanding and ignorance of the junior college movement, if we could have a similar proportion of member institutions in all parts of the country. For example, if 80 per cent of the 610 institutions listed in the last directory were members of the Association we would have 488 instead

^{*} For 1941 map, see reproduction this page. For similar map for 1940, see *Junior College Journal* (May, 1940), 10:503.

of 414 members. Surely it is not out of reason to work for an increase of 75 members during 1941. If all areas should reach the Middle States standard it would mean 537 members—123 more than we have at the present time. In my judgment, we should not feel satisfied with the membership status until at least 90 per cent of the junior colleges of the country are sharing in the responsibilities, privileges, and positive advantages of membership in the Association.

Journal Subscriptions. The subscription list for the Junior College Journal has shown a healthy increase during the year, as indicated by the following comparable figures for January, 1940, and January, 1941:

1940	1941	Increas
Individual subscriptions to members	449	17%
Individual subscriptions to others	585	3
Group subscriptions to member institutions (from 51 institutions		
in 1940; from 76 insti- tutions in 1941) 608	853	40
Complimentary and exchange copies 30	48	60
Total1588	1935	22%

The increase in group subscriptions, especially the increase from 51 to 76 institutions participating in this plan, is particularly gratifying. Surely it is reasonable to hope for at least 100 junior colleges in this class by another year. I feel like urging this, not primarily for the sake of the Journal or of the Association, but for the sake of the faculty members themselves. When an instructor has his own copy to take home and read and perhaps clip and file, he is likely to get much more of value from it than when he depends upon a single copy in the library. In this connection attention may be drawn to the statement made last year by President Hollinshead, in discussing group subscriptions in his presidential address: "At my own institution, virtually every one of our faculty subscribes. I know of no other single practice which has helped our faculty so much in understanding the junior college. Many of you would help yourselves as well as the Association by increasing the number of your subscriptions."

Annual Meeting. The President and Executive Secretary of the Association have been assisted greatly in the preparation of the program and in making other arrangements for this twenty-first annual meeting by many local committees of the Illinois Association of Junior Colleges, under the chairmanship of Dean William H. Conley of Wright Junior College. It is highly significant and appropriate that this meeting should be held in the shadow of the great university whose first president's contributions to the early development of the junior college movement were so significant that he has been called frequently the "father of the junior college." Could President Harper have been with us today, surely he would have been surprised and gratified to see the vigor, variety, and vocational adaptability of his educational progeny as they meet here in commemoration, in part, of the fiftieth anniversary of the University of Chicago.

The general program of the meeting follows the plan of last year, with general sessions, and regional, type, and other special group breakfasts and luncheons in increasing numbers. An innovation this year, however, is the organization for the first time in the history of the Association of 14 subject matter sections and specialized groups, meeting Friday afternoon and Saturday morning, to consider the im-

plications of terminal education and of national defense for their respective fields. This innovation is designed definitely for the benefit of the junior college classroom instructor rather than that of the administrator whose interests have been paramount (perhaps too much so) in the past. Whether this plan will be continued depends largely upon the interest shown in these sections this year and upon the judgment of those participating in them.

DEFENSE ACTIVITIES

As the danger of involvement in the present world conflict increases daily with the realization of the necessity of marshalling all of the defensive forces of the country-material, moral, and educational—the junior colleges, unquestionably, stand ready and willing to do their full part. Willingness and readiness alone, however, are not sufficient. Intelligent sources of reference and information are essential, particularly at the national capital, if most effective participation is to eventuate from some of the confusion and uncertainty which unfortunately has marked part of the efforts to coordinate all our educational resources in the cause of total defense.

As far as time has permitted, your Executive Secretary has endeavored to serve junior college interests in this vital field. He has represented the Association on the National Council on Education and Defense, composed of some 60 national education organizations brought together under the auspices of the American Council on Education and the National Education Association. He has worked with numerous committees and individuals occupying positions of responsibility in Washington involving aviation, deferment regulations, industrial and technical

training, NYA cooperation, instructional materials, and other phases of the broad field of national defense with its almost infinite ramifications. As far as limited resources have permitted, he has tried, even if inadequately because of necessary limitations of time and because of other essential activities of the office, to represent desirable junior college interests in the confused maelstrom that is official and educational Washington today. Information concerning defense developments has been sent directly to junior colleges, and arrangements have been made with other organizations and agencies, which have larger personnel and resources, to supply junior colleges with additional information and materials. Particularly close relations have been maintained with the Executive Committee and the subcommittees of the important National Committee on Education and Defense, the all-inclusive educational coordinating organization already mentioned. Plans have been developed for even closer cooperation with governmental and private agencies in the immediate future in an effort to see that junior college interests are represented as adequately as possible, consistent with other necessary duties and responsibilities.

Letters asking for special defense information of a great variety of types too numerous to mention have been received and answered even though often these letters have necessitated special conferences, telephone calls, and study of documentary materials.

Arrangements have been made to secure the appointment of junior college representatives on a variety of important committees and groups working on different phases of national defense.

Material is now being collected for

an article for the April Journal which will present and summarize many of the defense activities being carried on now in member junior colleges throughout the country.

TERMINAL EDUCATION STUDY

Without question the most important single activity undertaken by the Association during the past year was the Study of Junior College Terminal Education. The year 1940 was designated as a year of preliminary or exploratory study. It was financed by a generous contribution of \$25,000 from the General Education Board. For a time it seemed as if this study might need to give place at least in part to the more pressing demands of defense activities, but it was not long until it was realized that many phases of terminal education, particularly in its vocational aspects, had direct and unexpected relations to defense industries; and that the general aspects of terminal education in preparation for better citizenship and understanding of world relations were related equally closely to the broader demands of total defense.

Plans for a broad and varied study of the many aspects of terminal education were formulated carefully by the Commission on Junior College Terminal Education at its first meeting in 1939, and reviewed, extended, and somewhat modified at subsequent meetings held during 1940 in Columbia, Missouri, and later in Chicago. These plans involved office studies, field studies, widespread institutional cooperation, special institutional experimentation, extensive publicity and interpretation, publication of significant summary monographs, and implementation of findings and recommendations. Certain phases of this broad study, designed to cover three or four years, were selected for

special emphasis and attention during the year 1940. One of the educational leaders of the country, who is also a valued member of the Terminal Education Commission, said that, in his judgment, the work of the year would be well done if it succeeded only in isolating and defining the problems needing further study and in suggesting methods for their solution. It is felt that this vital objective has been achieved—and considerably more as well.

Publications. The Chairman of the Administrative Committee of the Terminal Study in his report a year ago at Columbia described the three monographs which definitely were planned to result from the year's exploratory work, and indicated probable publication of them in September and October of last year. This is a promise that unfortunately has not been fulfilled-and for the failure the Director of the Study must assume chief responsibility. Explanations could be made in terms of the labor of preparation of the manuscripts, the insufficient assistance available, unavoidable delays due to the Director's absence for six weeks in the fall on the series of conferences to be mentioned below, unexpected demands on his time due to defense activities not foreseen last year at Columbia, and to other factors. I prefer, however, not to present alibis or make excuses, but only to say I regret exceedingly the delays, to accept major responsibility for them, and to say that I have been doing all that I could do personally to expedite publication.

I prefer to emphasize now the fact that the first promised monograph, *The* Literature of Junior College Terminal Education, went to press last month and was published this week. Copies are available for your inspection at the Association table in the exhibit hall adjoining. This volume of 336 pages, for which Miss Lois Engleman, librarian of Frances Shimer Junior College, deserves major credit, is an extensive bibliography and series of abstracts. contains carefully classified and indexed references to some 1,800 books, articles, monographs, and studies dealing with every phase of junior college terminal education in the past 40 years. The abstracts are sufficient in most cases, we trust, to give a satisfactory idea of the contents even if the original source is not available in the local library. We hope that this volume will be one of fundamental importance for several years to come to administrators, faculty, and research students interested in studying any phase of junior college terminal education.

The second volume is entitled Present Status of Junior College Terminal Education. Manuscript for this entire volume, estimated to consist of 300 pages or more, is now in the hands of the printer and should be available in April. An outstanding feature is a 64page pictorial section already printed, which is now on exhibition at the Association exhibit table. This section was prepared by our Director of Publication, Edward F. Mason, who was a specialist in news photography in connection with his work as assistant professor of journalism at the University of Iowa. Its 126 pictures representing a wide variety of terminal educational activities in 39 junior colleges in all parts of the country, will, I am sure, give a vividness and human interest to this volume that would be lacking if the statistical method were the only type of presentation used. We have tried to apply the ancient Chinese maxim that one picture is worth a thousand words. If we have been successful, this one section may be considered the equivalent of 126,000 words! The volume also contains a special chapter on problems needing investigation. This chapter should be of great value.

The third volume planned in the trilogy is entitled Why Junior College Terminal Education? The greater part of the manuscript of this has been prepared but still some work remains to be done on it. I expect that it will be my major responsibility to complete it as soon as this meeting is over. I realize that promises are dangerous in the publication field but unless unexpected factors delay, we expect to send this third volume to press next month and have it available for use by the close of the academic year.

Conferences. Another major activity in connection with the study consisted of a series of 24 one-day state and regional conferences located so as to be conveniently accessible to most of the 600 junior colleges in the country. The object of these conferences, as stated by the Chairman of the Administrative Committee in his report to you last year, was to "report progress and findings to date, solicit suggestions for continued development of the study, secure the cooperative participation of as many junior colleges as possible, make use of the suggestions and advice that can be provided by junior college leaders in all geographical areas of the country, and promote an understanding, through press releases, by parents and the public of the important nature of terminal education in the junior colleges." Four of these conferences were held in April and May, the other 20 in the autumn, mainly during the month of October. They involved a rather strenuous

schedule requiring some 15,000 miles of travel, much of it by air, usually with three meetings daily for each of which the Director had major responsibility, but the experience was a satisfying one. Undoubtedly a much greater appreciation and understanding of the significance of terminal junior college education was secured, not only by junior college administrators, faculty members, and students who were in attendance, but also by many college and university representatives, state department officials, school board members, and representatives of employment services, NYA work, and others interested in the manifold and difficult problems of youth today. Some 4,000 people or more from these selected groups were in attendance. Many suggestions for further study and many promises of institutional assistance, cooperation, and support were made. A more detailed report of these conferences has been published in the Junior College Journal and need not be repeated here.

Continuation of the Study. Before the year was over, plans were developed to ask the General Education Board for a grant or grants to carry on the study for three years longer. Officials of the Board indicated that they would not be interested in providing funds for many aspects of the broad and varied study as originally planned, but would probably look favorably upon a request for funds for certain aspects-notably experimental work on special problems in a limited group of eight or 10 junior colleges, and implementation of findings and recommendations through financial assistance to summer laboratory groups or workshops in two or three locations. Announcement was made in the January Junior College Journal of the notable gift of the Board-a new

series of grants of \$103,300 for these and related purposes. Thus the General Education Board has given added indication of approval of further extensive investigation in this vital educational field, although deciding that it would be wisest to concentrate its limited available funds in certain fields only.

The Commission thus was faced with the dilemma of abandoning the other phases of the study which it had outlined and approved so carefully-or of seeking supplementary funds for carrying on at least some if not all of these other lines of study. These other phases included certain office studies and research; field work and assistance in particular areas of the curriculum such as business, agriculture, engineering and technology, home economics, etc.; and active stimulation and leadership in a variety of institutional studies in which some 300 junior colleges had expressed a desire to participate. The Commission felt that a unified and varied attack on many phases of the problems of terminal education was highly desirable and should not be abandoned if any alternative were possible. After discussion of various possibilities for supplementary financing, the Commission voted to approve a plan later developed in greater detail and expressly authorized by vote of the Executive Committee of the Association. plan called for the Director to explain the situation at the regional conferences already mentioned and to raise the question of the possible desire of the junior colleges themselves to contribute to a supplementary fund to carry on other phases of the original program as set up by the Commission. No effort was made to raise funds at these conferences. The reaction to these informal

proposals was sufficiently favorable, however, to warrant sending a letter to all junior colleges, following the grant of the General Education Board in December, suggesting contributions of \$25 per year for one, two or three years. It was stated definitely that pledges would be effective only if at least 100 institutions agreed to contribute—otherwise the proposal would be dropped entirely. To date some 120 institutions have signed such agreements, and others have stated that they are planning to do so. To be most effective, it is felt that

sion warned the secretary of possible, if not probable, failure. It has not been a pleasant task for your Executive Secretary, although it has been an interesting and a revealing one. More detailed plans for the use of this supplementary fund, as far as it is available, will be discussed at a section of this convention tomorrow, at which the chairman of the Commission and the chairman of the Administrative Committee will report concerning other phases of the study. Definite report of the pledging of the fund is worthy of mention here, how-



JUNIOR COLLEGES CONTRIBUTING TO SPECIAL FUND FOR STUDY OF TERMINAL EDUCATION (AS REPORTED MARCH 1, 1941)

at least 160 and preferably 200 institutions ought to be included, thus yielding a supplementary fund of \$5,000 per year. This sum, of course, would be insufficient to carry out all phases of the original study, but it would provide for many of them, and particularly for those which would be of distinct value especially to the 200 participating institutions.

This is not an easy way to raise funds. Perhaps it is one of the hardest possible ways. Some members of the Commisever, because it is the most significant and emphatic evidence possible that junior colleges themselves are alive to their own needs and vital interests in this important field of terminal éducation. In addition to their Association dues and many other financial calls and numerous budget limitations and uncertainties, they are willing to contribute to build up a fund for additional studies in areas in which foundation funds are not available. The fact that many of the subscribers to the fund are small

junior colleges facing financial difficulties and that a number of others are not even members of the Association is still more significant. Distinct appreciation is due these 120 institutions for thus agreeing to do their part, in addition to paying their annual dues, toward financing a series of supplementary studies which should be of distinct value to the entire junior college movement not alone to the contributing institutions.

PUBLICITY AND INTERPRETATION

Mr. Mason's Work. It is my conviction that in many respects the most important phase of the terminal education study undertaken last year, and the one with the most far-reaching and lasting effects was the definite and systematic interpretation of the junior college movement to the public. This has taken many phases during the year. The grant of \$25,000 for the exploratory study already discussed, included definite provision for a full-time individual who was later designated as "Director of Publication." This position was filled by the appointment of Edward F. Mason, on leave of absence from his position as assistant professor of journalism at the State University of Iowa. In his report to you last year the Chairman of the Administrative Committee of the Study thus outlined the function of this new member of the staff:

Superior training and experience make Mr. Mason splendidly qualified for work in this field of publications. He will prepare and issue appropriate special articles and adequate news releases to the press associations, to selected newspapers, to the educational magazines of the country, and to magazines other than those classified as "educational." His work will include the task of building up a general knowledge and appreciation of the junior college movement as a background for special emphasis through the press to the parents and to the general public on junior college terminal education.

I am happy to report that in my judgment Mr. Mason has fulfilled this description of his duties admirably. I do not see how in a single short year any new man coming into the specialized junior college field from the outside could have done better. His first work involved organizing the publicity for the convention at Columbia last year and resulted in far broader and far more intelligent coverage in a widespread group of newspapers than we have ever enjoyed at any previous convention. In a very short time after coming to us from the field of journalism, he had obtained an excellent grasp of the junior college field as a whole, of the wider background of the many problems of American youth, and of the particular implication of terminal education. He organized and carried out an extensive series of press releases and specialized local stories on various phases of the junior college movement, securing the publication of hundreds of columns of reliable and interesting material interpreting our work to the lay public. He furnished very effective and extensive local publicity in connection with the 24 conferences on terminal education. He has also written a number of specialized articles which have been published in the educational and lay magazines. Others which he has prepared are now in the hands of publishers for consideration. He has had the versatility to write articles in popular and fictionalized form, such as the one published in the Kiwanis Magazine (of which 1,000 copies were ordered last week for distribution in Canada), and also those of a scholarly type as indicated by the one in the last Educational Record, reprints of which recently have been sent to all member institutions. Perhaps most significant of all may be his article, illustrated by a group of photographs, on cooperative junior college education, which was accepted only last week for publication in the Nation's Business with its circulation of 350,000 copies to the leading businessmen and chambers of commerce of the country. His little booklet, "Shall I Attend a Junior College," was a difficult piece of writing because of its very simplicity. Although it was not printed until late last spring, more than 30,000 copies were sold carrving to student readers and doubtless in many cases to their parents as well its clear direct presentation of the junior college message with special emphasis on terminal education. It is expected that many thousand additional copies will be sold this spring. Mr. Mason's work in preparation of the pictorial section of the monograph, Present Status of Junior College Terminal Education already has been mentioned. He also has an important chapter in that monograph on the cooperative plan of education and one in the third monograph as well. He has been able to establish cordial relationships and active cooperation with press associations, educational editors of leading newspapers like the New York Times, editors of picture and general magazines, educational columnists, syndicate managers, and local editors. A notable example was the request of the Western Newspaper Union which furnishes special feature stories to several thousand western newspapers. Their manager asked him to furnish material for a comprehensive story on the junior college suitable for their readers. This illustrated three-column presentation appears this week in some 3,000 newspapers—a notable achievement. There is no way of measuring the influence of a single widely distributed article of this type. Mr. Mason also had developed plans for a weekly information service or clip sheet for the use of editors of local papers and junior college publications but had not had time to put it into effect. As a result of his work there are numerous avenues of publication open to us which before were closed and of whose existence we were not even aware when he came to us a year ago. In the office he has helped materially on the editorial work of the Junior College Journal where his journalistic experience has resulted in marked improvement in style and content. In view of these facts, and others which time does not permit me to mention, it seems to me little short of tragic that we should be compelled to dispense with his services last month, purely on account of lack of financial support. Not only do I feel a keen sense of personal loss in the Washington office, but I am sure the junior college movement has suffered and will suffer greatly through his inability to follow up and capitalize on the admirable foundation work which he has done during the year.

American Junior Colleges. Other activities and valuable avenues of publicity, aside from those specially developed by Mr. Mason, have also been effective this year. Most notable of these is the publication of the 600-page reference volume, American Junior Colleges. This outstanding publication was made possible through a grant from the Carnegie Corporation of New York, with the editorial cooperation of the American Council on Education. Chief credit for the accuracy and comprehensiveness of the contents is due to our capable editorial assistant, Mrs. Barbara D. Cochran, who applied herself intensively for approximately a year to the arduous and meticulous task of preparation. An edition of 3,500 copies was printed. Copies were distributed without cost to all junior colleges that were members of the Association at time of publication. Copies will be found in the libraries or administrative offices of almost a thousand colleges and universities. Undoubtedly this volume will become the authoritative reference work on junior colleges in the same way that its "big sister" volume, American Universities and Colleges, has become the country's recognized authority in the four-year college and university field.

Other Publications. The Association, however, has been responsible for a considerable number of other publications which have been distributed widely, many of them without cost, in answer to the increasing hundreds of requests that come for information. Many of these publications have been sold in quantities to junior colleges for local distribution. Sales have more than met the entire cost of publishing these, although it would be perfectly legitimate to charge part of the costs to desirable office publicity and general dissemination of information. The following may be mentioned (with size of edition) for the year:

Special pamphlets:

Shall I Attend a Junior College, by Mr. Mason, 24 pages. (Already mentioned) 50,000 copies.

The Junior College Movement, by the Executive Secretary, 4 pages. 11,000 copies.

The Next Twenty Years, by George F. Zook, 14 pages. 6,000 copies.

What Fifteen Editors Think of the Junior College, 4 pages. 6,700 copies.

Is the Junior College Cast in the Proper Role? by R. B. Reed, 4 pages. 5,700 copies.

Why I Am Attending a Junior College, by 13 junior college students, 12 pages. 20,000 copies.

Junior College Directory, 1940, by the Executive Secretary, 32 pages. 750 copies. Radio Plays—eight plays, suitable for broadcasting. (Mimeographed).

Reprints of Articles:

"Athletic Practices in Junior Colleges," by S. F. Myers

"Junior College Sororities—Pro and Con," a symposium
"The Junior College," by B. S. Hollinshead "The Junior College Democratizes Education," by E. F. Mason

"New Aims for the Junior College," by E. F. Mason

Lantern Slides. The most effective method of presenting the problems, needs, and present status of terminal education in the series of conferences already mentioned, proved to be through the medium of a series of about 60 lantern slides. Most of the charts, diagrams, and photographs used will appear in one of the two forthcoming monographs. The demand for immediate availability of these slides, however, for local use with luncheon clubs, chambers of commerce, and other groups was so insistent that arrangements were made to duplicate the slides. Already 60 sets, accompanied by mimeographed explanatory notes, have been distributed to junior colleges in 24 states. I have no means of estimating how many times these have been used to spread still further the gospel of the junior college in general and terminal education in particular, but I have received frequent reports of their effective use. In addition, many sets of photographic prints of these slides have been distributed.

Addresses. In addition to the series of conferences mentioned above in 22 states, the Executive Secretary during 1940 has made addresses before national, regional, state, and local groups representing various organizations in Vermont, Connecticut, Pennsylvania, Ohio, District of Columbia, Tennessee, Mississippi, Missouri, Kansas, Ohio, Washington, and California. In a number of cases, including several addresses scheduled to be made this spring, specific requests have been received for a presentation of the lantern slide material first prepared for the regional terminal educational conferences.

OTHER FEATURES

Association Representation. The Executive Secretary has acted as representative of the Association on various organizations, agencies, and committees, some requiring considerable time and attention, others relatively little except on special occasions. Among such agencies may be mentioned the American Council on Education, the National Committee on Education and Defense, National Committee on Coordination in Secondary Education, Educational Press Association of America. American Council's Committee on the Accrediting of Higher Educational Institutions, and others.

Recognition by National Organizations. Significant recognition of the place of the junior college in American higher education was accorded the junior colleges when the American Association of University Professors, after several years of consideration, completed arrangements last spring opening active membership to instructors in junior colleges on the same basis as to instructors in senior colleges and universities. Such membership is now open to faculty members in junior colleges accredited by any of the regional associations and to district junior colleges in California. Already a considerable number of faculty members have applied for the privilege of membership in this professional organization.

As a result of requests received from junior colleges and junior college organizations in different parts of the country, negotiations are under way with three other national organizations for significant recognition of junior colleges where doors are now closed to them, but it is too early to give details of these negotiations.

I am permitted to report here today,

however, a letter received this week from Dr. Henry W. Holmes of Harvard University, announcing the adoption of a new policy by the Harvard Committee on Admission favorable to transfer of junior college graduates to sophomore and junior standing at Harvard. Dr. Holmes is preparing a special report on this new policy of the oldest American university for publication in the April Journal.

Accounting Manual. As a general policy, I am sure it is inadvisable for the Executive Secretary to act as chairman of major committees of the Association. Through an unusual combination of circumstances, however, it seemed best for President Colvert to appoint me as Chairman of the Association's Committee on a Junior College Accounting Manual. A more complete report will be made at the business meeting Saturday morning. Suffice it to say, however, that through small grants and special arrangements with the American Council on Education and its Financial Advisory Service a special manual on junior college accounting methods and procedures will be prepared this year and will be ready for publication, we trust, in 1942. The Committee in charge of this important activity will hold an all-day session here in Chicago following this meeting.

Office and Staff. In conclusion, a brief statement may be appropriate concerning office and staff. Last January we were forced to vacate the quarters we occupied in connection with the American Council on Education. We now occupy three rooms and a hallway on the third floor of an old residence. Office conditions have been reasonably adequate here but scarcely to be considered a desirable and satisfactory permanent arrangement.

Because of the nature of the work, there have been frequent changes of staff during the year. The work of Mr. Mason and that of Mrs. Cochran have already been mentioned. During the latter part of the year Mrs. Cochran spent her time on the preparation for the press of the copy for The Literature of Junior College Terminal Education. Her service has been outstanding, but the work for which she had been engaged is completed, and she has resigned to return to California. From March until September Miss Lois Engleman, librarian on leave from Frances Shimer Junior College, Illinois, worked at the office on the laborious and painstaking work of compilation of material for The Literature of Junior College Terminal Education. Max Schiferl did a variety of research work with reliability and discrimination, most of the results of which will appear in the two monographs now in press or announced for early publication. His period of service terminated in December. Miss Priscilla Winslow has been the highly efficient office secretary since assuming her duties in January, 1940. Mrs. Eleanor Ackland has been a very useful office assistant since she began service February 1. Miss Frances Eells, since September 1, has spent much of her time in a careful analysis of an extensive questionnaire study, the results of which will appear in the volume, Why Junior College Terminal Education? Without the loval, intelligent, willing and, I regret to say, often overtime assistance of this staff, the work summarized in this report would have been impossible to accomplish.

CONCLUSION

Time will not permit reporting fully on other features of the year's work, nor of additional new plans for the fu-

ture. The increasing volume of correspondence, the information furnished to a surprising number of inquiries from many classes of individuals, the opportunity for analysis and publication of very significant data now on hand, the insistent calls from member institutions for new studies which they feel would be highly valuable to them but which they cannot undertake alone, requests for grants which have been approved, requests for grants which have been refused, requests for grants which are still pending-these and many other features make up some of the lights and shadows. the satisfactions and disappointments, mentioned in the opening sentence of this report.

It is difficult to foresee the future ramifications and their possible junior college implications in either of the two fields which are to be stressed in all the sessions of this twenty-first annual meeting of our Association-terminal education and national defense. I am convinced, however, that to do our part in either or both fields most effectively, calls this year especially for the highest degree of unity, of harmony, and of enthusiasm on the part of all of our members-and not of our members only, but also of other junior colleges which have not yet joined the Association. We need additional funds to serve the junior colleges of the country most effectively. Even more, however, we need their united interest and backing. With the very favorable background of last year's efforts and achievements to build upon, it is my firm conviction that there is no limit to what we may achieve in the next year and the years beyond the next if we can have the cordial cooperation, the enthusiastic support, and the united backing of all junior college interests throughout the country.

Founding of Early Junior Colleges -President Harper's Influence

LEWIS W. SMITH*

At the beginning of the century, secondary education was in a period of exceedingly rapid development. Expansive growth affected every phase of this area of education: enrollment, curriculum, finance, administration, building, objectives, as well as teaching personnel. This resulted in a rapid reorganization of the institutions of secondary education. A striking phase of the reorganization was the extension of the secondary school both upward and downward. This upward and downward growth resulted in two new institutions: the junior high school and the junior college.

As regards the junior college, the conditions out of which it came into being have now become quite clear. Economic conditions increasingly prevent young people from entering full-time employment until a later age. The American people are increasingly convinced of the necessity of more extended educational preparation. Many local communities find themselves able to finance a longer program. So far as public schools are concerned, many families desire that their children shall have a larger part of their schooling under parental supervision. And similarly, an increasing number of parents who send their young people to distant institutions prefer to send them to private institutions in which there exists carefully administered guidance and a longer period of protected mental growth and development. Probably as influential as any is the growing feeling that terminal courses are a valuable asset.

Three phases of these tendencies are of particular interest at this time: (1) academic work paralleling the first two years of standard college work, the so-called "isthmian function"; (2) terminal academic studies; (3) terminal and technical vocational training constituting the so-called semiprofessional studies.

Of these three, the second was not clearly recognized in the educational thought and practice of the early stages of the junior college movement. As a matter of fact, it was the actual operation and administration of junior colleges that clarified it and brought it out as one of the most important functions of the movement.

It was very natural that the collegiate function should at first have the most emphasis. There were several reasons for this. In the first place, the college preparatory function was well established in the theory and practice of the secondary schools. The college studies of the first two years were well organized and standardized; they were easily taken over by the new institution.

It is in this connection that it is particularly pertinent at this time to examine the outstanding contributions towards the establishment of junior col-

^{*} Director, American College Bureau, Chicago, Illinois; Ex-President, American Association of Junior Colleges.

¹ Leonard V. Koos, The Junior College Movement (Boston: Ginn and Co., 1925) p. 19.

lege education in America. As stated above, all sorts of tentative post-graduate courses in high school had been set up here and there over the country. The need for an extension of secondary education upward had been a matter of educational discussion for two generations, but this educational discussion had not been formulated into a coherent educational program, nor had it been crystallized into corporate educational institutions. It was this latter contribution that is the glory of President Harper in connection with the junior college movement. He had extraordinary opportunity to do it, which he seized and utilized to the fullest extent.

Everyone at all conversant with educational development during the last half century knows that the foundation of the University of Chicago was an extraordinary phenomenon in that a great university was projected and set going in a few years, and took its place among the great universities of the world from the beginning.

It should be noted in this connection that the organization of the University of Chicago as an institution, and the formulation of the educational philosophy on which it was founded, was the work of President Harper himself. Dr. Thomas Wakefield Goodspeed, historian of the university, states in this connection, "The educational plan of the new university was President Harper's creation."²

With reference to this new plan, Dr. Goodspeed pertinently quotes a letter which President Harper wrote to Mr. John D. Rockefeller on September 22, 1890, shortly after he was elected presi-

I am very anxious to see you in order to lay before you the plan of the organization of the university. When we last conversed (about a week before) you will remember that I told you that I had not been able to strike anything that seemed to be satisfactory. On my way from Chicago, the whole thing outlined itself in my mind, and I have a plan which is at the same time unique and comprehensive, which I am persuaded will revolutionize university study in this country; nor is this only my opinion. It is very simple but thorough-going.

It was a part of the plan that the new university should open October 1, 1892, and, as a matter of fact, it did open on that date. The fact that the university opened exactly on the date projected is only one of the many examples that the new university was successfully able to be organized and to operate according to plan. In the interval between the letter to Mr. Rockefeller and the opening of the university, it was necessary to buy a site, build a plant, appoint faculties, organize the university structure, and to set up curriculums in the various university fields.

We are particularly concerned with that part of the university plan that had to do with junior colleges, and in this connection it should be noted that the plan for junior college education was formulated as a part of the plan referred to in President Harper's letter to Mr. Rockefeller. The plans for the new university were outlined and published to the educational world in a series of bulletins published early in 1891. The fundamental structure of the university was outlined in the first of these bulletins, published in January, 1891, entitled The University Proper. The other bulletins were entitled No. 2, The Colleges of the University; No. 3, The

dent of the University of Chicago, and which was written from New Haven, Connecticut:³

² Thomas Wakefield Goodspeed, A History of the University of Chicago 1891-1916, Chicago: The University of Chicago Press, 1916. p. 131.

³ Thomas Wakefield Goodspeed, op. cit. p. 168.

Academies of the University; No. 4, Graduate Schools of the University; No. 5, The Divinity School of the University; No. 6, The University Extension Division.

When these bulletins were first issued, it was not realized how revolutionary they were in character, as related to higher education, although at the time they seemed to have struck the educational world, as one educator said, as a series of bombs.

We are particularly concerned with the second of these bulletins, entitled The Colleges of the University, because for the first time in educational history, so far as I know, we have what later became recognized as junior college education, set up in a corporate and integrated form. In this connection I quote that section of bulletin No. 2 which pertains to the organization of the lower division of the university, under the heading "The Various Colleges and their Organization": 4

1. Various Colleges. The Colleges of the University, with respect to the curriculum of study, will be organized as follows:

 The College of Liberal Arts, in which the curriculum will be arranged with a view to the degree of A.B.

(2) The College of Literature, in which the curriculum will be arranged with reference to the study of Modern Languages and Literature, History, etc., with a view likewise to the degree of Ph.B.

(3) The College of Science, in which the curriculum will be arranged with a view to the degree of S.B.

(4) The College of Practical Arts, in which the curriculum will be arranged with greater reference, than in the other Colleges, to the practical departments of mechanical and business life with a view, likewise, to the degree of S.B.

2. Academic and University Colleges. Each of the Colleges, with respect to its work, will be divided into an Academic and a University College.

(1) The first half of the curriculum, ordinarily known as the work of the freshman and sophomore classes, will be designated Academic College in Liberal Arts, Science, Literature, Practical Arts.

(2) The second half of the curriculum, ordinarily known as the work of the junior and senior classes, will be designated University College in Liberal Arts, Science, Literature, Practical Arts.

Remark 1. This division is intended (1) to distinguish between the earlier and later parts of the college course; (2) to prevent the attendance upon the same course of study by men of different maturity, members of the Academic College being denied the privilege of electing courses in the University College; (3) to secure, even in a large institution, all the advantages of the smaller colleges,-each Academic and University College, eight in all being organized, with its own dean and faculty; (4) to permit the use of stricter methods of instruction and discipline in the Academic Colleges; (5) to afford an opportunity to men from other institutions to do work in their junior and senior years more distinctly of a university character.

Remark 2. Students will be regarded as members of an Academic College until they have fully completed 12 majors and 12 minors

(see below) or an equivalent.

Remark 3. Students who have completed the work of an Academic College, either in Chicago or at one of its affiliated institutions, will be graduated therefrom and given a certificate of admission to the University College.

3. Affiliated Colleges . . .

In the plan of organization, as outlined above, it is quite clear that the first three colleges referred to belong to the traditional college courses. It is pointed out that the College of Practical Arts has to do with some of the technicological aspects of college education, and President Harper at various places in his writings, referred to these as "technological." It should be noted further that the College of Practical Arts later came to be known as the College of Commerce and Administration.

The significant thing in this plan is the division of each of these college courses into an upper division and a lower division, the upper division being referred to as the University College and the lower division as the Academic Col-

⁴ The Colleges of the University, The University of Chicago. Official Bulletin No. 2, University of Chicago Press, April, 1891.

lege. This then constituted a provision for eight colleges in the university.

One naturally desires to know the educational philosophy that was active in President Harper's mind when he formulated his plan, but it must be remembered that it was said to be characteristic of him to act and to organize and to carry on his discussion later. The initial organization of the university, and his later administrative acts, illustrate this characteristic.

When making a search for some indication for his philosophical background in this particular, I came across a statement in one of his official reports to the effect that he believed that the president of the university should make annual reports. In this particular, his correspondence files contain rich resources. I refer to the bearing of President Harper's unpublished and unfinished manuscript of his first report to the board of trustees in 1892. Dr. Goodspeed had quoted from this report regarding outstanding contributions to university education, such as the quarter system and the plan for the graduate schools. He had summarized in a few sentences his plan for the lower division, but did not quote the report. So far as I know, this section bearing on lower divisions of the colleges has never been printed. In my judgment, this section of the unpublished report is rich in implication as regards to what was to come in junior college education, and I think is amply worthy of quotation at this place. I quote under the heading "The Arrangement of the Colleges." After calling attention to certain distinctions in the Morgan Park Academy, he states:5

Another distinction equally necessary is that which exists between the work on the one hand of the first two years of the college and that of the third and fourth years. These have been distinguished in our terminology as Academic College work and University College work. The terms define the proper conception of the distinction. The work of the first two years partakes largely of the Academic character. The regulations must still be strict, the scope of election is limited. The character of the instruction is still the same as that of the instruction given in the academy. The age of the students, and the fact that they are not yet looking forward to work of a particular character, necessitates strict supervision in all respects. But the close of the second year marks the beginning of a new period. From this time, the disci-plinary problem becomes a secondary one. Acquisition of energy in a particular department for the sake of the energy may be emphasized. The student begins to specialize and in many cases certainly to advantage may select subjects which will bear directly or indirectly upon the work of his chosen calling. Greater liberty is allowed in selection; greater freedom in methods of instruction. The student gradually changes from the college atmosphere to that of the university. Different motives incite him to work.

Still further along comes another change. The university college work having been completed, the student is prepared to undertake real university work in the Graduate School, and here the emphasis is laid upon investigation. His effort to discover new truth, to make new combinations is encouraged. However individualized his work has been heretofore, the individualism becomes now more marked and thus gradually from the academy to the Graduate School, the work has assumed

new forms.

The students of the Academic College and the University College are arranged in groups according to the general character of the courses which they have selected. Thus far three such groups have been arranged, the first including those subjects which tend towards general culture; the second, those which are of a scientific character; and the third, those in which emphasis is laid especially upon modern literature and history. The students form a college. There are, therefore, the College of Arts, the College of Science, and the College of Literature. It is still further subdivided into the Academic and University, according to the stage of advancement already arrived at by the students. As has already been said, the lines between these various divisions have been drawn sharply, and the proper development of this plan, if successful, will lead certainly

⁵ William Rainey Harper, First Annual Report of the President of the University of Chicago, Unpublished, 1892, p. 145.

to other distinctions of even more marked character.

It is to be noted in this statement that fundamental educational principles are set up which have been dominant in junior college education to this day, and undoubtedly will continue to be important guides of action. It is interesting to note, too, in this connection, that the name "Academic College" was used to connote methods and practices pertinent to secondary education, and that Academic College education was conceived as secondary education. interesting to note, also, that the phrase "University College" was used because it was expected that the upper division of the colleges would be closely allied to the graduate schools and would be the first step in the development towards graduate study.

Beginning with the opening of the university, the colleges of the university were organized exactly as outlined in bulletins No. 1 and 2, with the names indicated and followed by principles outlined in this unpublished report. It is interesting to note that the names attached to the lower division of the colleges continued in current use until the academic year 1895-96, when these names were changed. The "Junior College" was substituted for "Academic College," and "Senior College" was substituted for "University College." President Harper apologized somewhat for the use of the word "Junior College," but said that he used that term for lack of a better one. It is interesting to note that the word "University College," which was abandoned and a new one adopted beginning with 1895-96, later came to be the name of the downtown college of the University of Chicago. It is interesting, too, to note that the name "Junior College" was abandoned in the reorganization of the university in 1931, when the lower division came to be referred to merely as "The College." This designation applies to those students who enter the university for the first time at the beginning of the junior college period. In the case of students who come up through the university laboratory schools, the grades from the eleventh to the fourteenth inclusive are organized into an educational unit called the "four year college." Thus the university provides two types of junior college organization.

In addition to entertaining certain fundamental conceptions relative to objectives, methods, and institutional entities as regards the new unit, President Harper had very definite ideas concerning its corporate structure, emphasizing the importance of seeking for institutional unity. This is made clear in various publications of the university, as, for example, in the president's report covering the 10-year period from 1892 to 1902.6

The first factor in bringing about this proposed institutional unity was the organization of the faculty of the junior colleges, which consisted of "all the instructors giving courses in the junior colleges." These faculties were coalesced into corporate unity by the appointment of deans in the colleges who were essentially assistant deans under the administrative responsibility of the dean of the junior colleges. He says in this connection:8

It will soon be necessary for the Dean of the Junior Colleges to devote his attention exclusively to questions which arise in con-

⁶ The President's Report, Chicago: The University of Chicago Press, 1892-1902. p. cxiv.

⁷ Register of the University of Chicago 1899-1900, Chicago: The University of Chicago Press, 1900. p. 49.

⁸ The President's Report, Chicago: The University of Chicago Press, 1892-1902. p. cxiv.

nection with instruction and the staff of officers, together with those questions of a general character which relate to the student body as a whole. The deans in the colleges, who are essentially assistant deans, should be sufficient in number to take the supervision of the work of individual students. In general, there should be a dean for every 150 students. This would certainly be true if the adviser system were properly introduced.

Of altogether equal importance in securing institutional solidarity was it that there should be corporate unity in the student body of the junior college. He says on this point:⁹

Every effort of the student body to make public expression of its corporate existence should be strongly cultivated. There is little danger that there will be found too great an exhibition of true sentiment.

It was his belief that the students themselves should be encouraged to make their contribution to this unified structure. He says in this connection:¹⁰

Since the scope of the work of the Junior College will continue to broaden, and since technological students and others are soon to be admitted, care should be taken to hold in one great body all the students of the junior college grade. A single set of traditions should prevail. No line should be drawn between the classical students, on the one hand, and scientific or technological students on the other. All should work under the same general regulations, and effort should be made to draw together these various groups and to hold them in close connection. The work of the Junior Colleges will be successful in proportion as it is a work characterized by unity of purpose and unity of spirit both on the part of instructors and students.

In accordance with these conceptions of unity, a number of institutional procedures and practices were inaugurated. All junior college students participated together in chapel assembly religious exercises. Graduation exercises were set apart for the junior college student body. One of the most effective devices for solidifying junior college students into a single institution was the junior

college council. One councilor was elected from each college dealing with one of the various subject matter areas. These with the chairman, which they in turn elected, constituted the junior college council.¹¹

As a still further contribution to student solidarity, he had in mind the erection of a club house for junior college students. He said:¹²

It will be necessary within a comparatively short time to provide a separate club house for junior college men, Reynolds Hall being restricted for the use of senior college, graduate, and professional students. Such a junior college club house should be one of the buildings in the junior college quadrangle and should make provision for those activities and interests of special service to younger men.

Research, of course, was the most important item in President Harper's plan for the university. It is not so well known that he conceived experimentation to be an important part of the function of schools, colleges, and universities. From the founding of the university, according to Goodspeed, one of the important parts of the plan was that the university itself should carry on educational experimentation. This was a vast plan. President Harper said with reference to it:¹³

The field for experiment in educational work is as vast as any that may present itself in other departments of activity. If only those who experiment will be quick to discard that which shows itself to be wrong, the cause of education has nothing to fear from experiment.

In his report of 1902, he devotes one section to what he calls the more im-

⁹ Ibid,, p. cxiv.

¹⁰ Ibid., p. cxiv.

¹¹ Register of the University of Chicago 1901-02. Chicago: The University of Chicago Press. 1902. p. 11.

¹² The President's Report, Chicago: The University of Chicago Press, 1892-1902. p. cxxxii.

¹³ Thomas Wakefield Goodspeed, A History of the University of Chicago 1891-1916, Chicago: The University of Chicago Press, 1916. p. 130.

portant experiments, stating that at least 10 important experiments have been instituted in connection with the work of the university, and reports as No. 7 of these the separation of the work of freshman and sophomore classes, called the junior colleges, from the higher work and its assignment.¹⁴

These 10 experiments were all successful, and Dr. Goodspeed said with reference to them, "The educational plan, novel, radical, a great educational experiment, modified in some particulars, but essentially the same, remained and promised to continue to remain the university's fundamental law." ¹⁵

The successful completion of this experiment in establishing the junior college as an important corporate unit in education was undoubtedly one of the major events in the history of education in the last half century. The fact that he advocated experimentation in the conduct of schools and colleges has been of enormous significance in educational progress in recent years. It has become part of the regular procedure in many institutions. In the junior college field particularly has experimentation yielded rich results.

It was a fundamental part of President Harper's plan that junior colleges should be organized away from the campus of the University of Chicago as well as on that campus. To that end he included in the fundamental structure of the university organization one section which he called the Academies of the University, and, as a first unit in that segment of the plan, the Morgan Park Academy was operated from the beginning as one of the divisions of the university, with a dean in charge. In

order that I might have as much information as possible relative to the early history of Morgan Park Academy, in its connection with the University of Chicago, I wrote to Colonel Abells, now superintendent of the Morgan Park Academy and Junior College, and I quote his reply as follows: 16

In the summer of 1890, or possibly 1891, President Harper was living in Morgan Park. He came back to the community as to his first love. He was engaged in writing a book. One afternoon, while walking by the Seminary on 111th Street, then called Morgan Avenue, Dr. Gates, Mr. Rockefeller's philanthropic representative, approached Dr. Harper with the question: "What would cause you to become president of the University of Chicago?" I have heard Dr. Harper relate that he had made up his mind that he would answer the question in such a manner that the affair would be closed. He replied: "If you will take this Theological Seminary to the Midway for the Divinity School of the University of Chicago, raise another million dollars in endowment, and convert these buildings into a preparatory school for the University of Chicago, I will be president." To all practical purposes, he had become President Harper before night.

Relative to the Morgan Park enterprise, President Harper stated in the report of 1902:¹⁷

As early as possible, the work of the freshman and sophomore years should be added to that which is now being done. There are many students who might be assigned by the university to do work at Morgan Park rathen on the university grounds. The establishment of this higher work should carry with it a large freedom of interchange between the work of the two localities.

He states further in this report:18

It was, moreover, the opinion of some that no sharp line could be drawn between the work of the freshman and sophomore years of college and those of the preparatory years. It was believed that these six years constituted a unit, and it has been the purpose of the university sooner or later to establish the work of the freshman and sophomore years at Morgan Park. In the constituency of the

15 Goodspeed, op. cit. p. 157.

¹⁴ The President's Report, July 1892-1902, Chicago: The University of Chicago Press, 1903. p. cxxxvi.

¹⁶ Col. Harry D. Abells, Letter to L. W. Smith, Feb. 4, 1941.

¹⁷ The President's Report, Chicago: The University of Chicago Press, 1892-1902. p. exxviii.

¹⁸ Ibid., p. cxxvii.

university, there are many parents who do not wish to give their sons that freedom which must be given them if they attend the junior colleges of the university in the city. For some young men, such liberty is distinctly injurious. It is the desire of the university to provide its facilities under different tem-

peraments and desires.

By this plan and these procedures, he showed his complete approval of the continuation of secondary education in endowed institutions, and conceived the junior college as an important part of these private secondary schools. Since his day there has been a rapid development of such institutions.

It is necessary to note, however, that he expected the largest development of junior colleges to occur in connection with public high schools. appears in many of his writings. He insisted in his 1902 address that there should be a junior college in connection with every large high school. I think it is particularly pertinent to refer to the development of Joliet Junior College, which is believed to have been the first public junior college in the United States. J. Stanley Brown stated at the first conference of junior college executives in St. Louis, July, 1920, that Joliet College was founded in 1901. Authority of the board of education for the organization of post-graduate classes has been verified by Dean. 19 It has been many times asserted that Dr. Harper was the inspiration of the founding of this junior college. The tradition for a long time existed among the faculty of Joliet High School that the association of President Harper and former Superintendent Brown, of Joliet, was directly responsible for the organization of this junior college. I tried to document this tradition by going through all of Dr. Harper's correspondence, which is ex-

Now, let us return to Dr. Harper. He and several members of his faculty were watching with interest the development of these "advanced courses" in our institution, and in several other institutions (H.S.) that were also "expanding" their curriculums at that time. He had, during the few years that had just passed, carried on an intensive campaign to bind more closely the secondary schools of the state and of surrounding states to the University of Chicago, and was keenly alive to what was going on in those schools at this time, which, I believe, was the most signifi-cant epoch in secondary education in our country. Dr. Harper's contribution to the establishment of our junior college came after, and not before, the fundamental courses therein had been functioning. What we then needed was recognition from established colleges, without which we could not have sur-He and members of his faculty heartily endorsed our efforts, made themselves acquainted with our teachers of these "advanced courses" and "accepted" their pupils for "advanced courses' and "accepted" their pupils for "advanced credits" when certified to by these teachers, gladly gave pupils who under these conditions had done the college work we offered full college credit for such work. Moreover, they endorsed our efforts and gave us their hearty approval. Pupils granted these advanced credits were certified to by Superintendent Brown, and by their "accepted" teachers, at least, at first.

Many other colleges also granted us such credits, but none, perhaps, so willingly as did the University of Chicago. Some seemed to feel that we were trespassing on their territory. Dr. Harper believed, no doubt, that these two years of work belonged really in

tant at the university, from 1898 to 1903. I did not find it possible thus to verify the tradition. In my search for information on this point, I wrote to C. E. Spicer, who was a member of that faculty for 40 years, during most of which period he was assistant superintendent. He was also a member at that time. In a letter to me, dated January 16, 1941, he states that this development of the junior college came from within and not from above. However, he credits Dr. Harper with having an important influence in securing the stability of the post-graduate courses in the high school, and hence in building up Joliet Junior College. In that connection, he says:

¹⁹ Thomas M. Dean, "Evolution of the Joliet Junior College," *Junior College Journal* (April 1931), 1:429.

the home schools. Probably our effort would have failed of success had we not received his "recognition," and, too, we would have failed, had not our efforts successfully responded to an economic community need.

It is to be noted that Joliet Township High School had received credit for its post-graduate courses at this early date. In an address on the occasion of the dedication of the new high school in 1901, Superintendent Brown said: 20

Our own great University of Illinois, whose distinguished president addresses us this evening, admits or recommends graduates into the sophomore class without condition and enables them to complete a four years' course in three years.

At this time Joliet High School had a complete five-year course and a complete six-year course; in other words, two post-graduate years were added to the regular high school course. six-year curriculum was as follows:

Fifth Year - Latin, literature, German, French or Spanish, analytic chemistry, spherical trigonometry and advanced botany, zoology and physiology.

Sixth Year - Latin or literature, analytic geometry and advanced physics, geology and astronomy, political economy, science of government, and psychology, German, French or Spanish." 21

For some years, Joliet Junior College was the only public junior college in the country, that is, in the corporate and institutional sense which we have been describing. With the rapid organization of junior colleges in California, beginning with the founding of the junior college at Fresno in 1910, the establishment of junior colleges first took on the aspects of a forward looking educational movement, and California has maintained ever since her primary position over other states in the growth and development of junior colleges. Since that time, as we all know, the movement has spread rapidly throughout the nation. But that development need not be traced here, since it has been traced adequately in educational literature.22

It is impossible to consider the development of the junior college without taking into consideration the effect upon the four-year college, which is particularly an American institution, extending throughout national and colonial history, back to the founding of Harvard College in 1636. President Harper recognized this and gave it much careful study. In his writings on many occasions, he gave expression to his opinion as regards what would happen to the four-year colleges in the period subsequent to his time. He summarizes the process as follows: 23

I may sum up all that I have said in these sentences:

1. The small college is certain of its existence in the future educational history of the United States.

2. It must, however, pass through a serious struggle with many antagonistic elements, and must adjust itself to other similar and sometimes stronger agencies.

3. In the process of this struggle and adjustment, some colleges will grow stronger; some will become academies; some, junior colleges; the high schools will be elevated to a still more important position than that which they now occupy; while, all together, high schools, colleges, and universites, will develop greater similarity of standard and greater variety of type; and, at the same time, they will come into closer and more helpful association one with another. The general result will be the growth of system in the higher educational work of the United States, where now no system exists.

4. The future of the small college will be better equipped, better organized, and better adjusted.

There is no indication that he had any lack of appreciation for the excellent service rendered by the four-year colleges in the past. On the other hand, he much admired their work, and believed everything should be done possible to

²⁰ First Report of Joliet Township High School, September, 1903, p. 30.

²¹ Ibid., p. 76.

Walter Eells, The Junior College. Boston: Houghton Mifflin, 1931. p. 94.
 William Rainey Harper, The Prospects of the Small College, Chicago: The University of Chicago Press, 1900. p. 45.

increase their value and effectiveness.

In a rather extensive fashion, he gave his thought with reference to the four-year colleges in his monograph entitled "The Prospects of the Small College." A single paragraph from this monograph will indicate the importance that he attached to the work of the small colleges: 24

The small college, as has already been said, is an expression of the American spirit, and unless this spirit is fundamentally changed, there is no reason to suppose that the time will ever come when, under proper conditions, there will not be a function and a mission for the smaller institution. Whatever may be the development of the university spirit, however strong the work of professional education shall come to be, the need of the other kind of institution will continue to exist and to grow; and if only the means may be secured for providing the proper facilities, the worth and standing of such colleges will be increased and the advantages of such work will be unchallenged.

President Harper's belief that the junior colleges and the four-year colleges would and should be welded into a harmonious program of educational effort has present-day support. Pertinent in this connection is a recent pronouncement of an outstanding leader in college education. I refer to an illuminating chapter entitled "The Junior Colleges, Competitors or Allies," in Dr. Robert J. Kelly's book, recently off the press, in which he discusses the relationship of junior colleges to four-year colleges. He expresses his belief that there is a proper place in our educational scheme for high schools, junior colleges and four-year colleges. As an indication of his thought, I quote a single sentence: "That there should be permanent antagonism between one unit and the other units is not in accord with the spirit of American education." 25

SUMMARY

On the basis of the data thus far developed, some rather clear conceptions appear relative to the founding of the early junior colleges, and President Harper's part in the founding of those institutions. It is clear enough that educational thought in America, among educational leaders, was hospitable to the idea that secondary education should be expanded upwards, and that the first two years of the college course were secondary in character and should be embodied in the secondary school unit. It is quite clear, too, that considerable progress, up to the close of the 19th century, had been made in the inauguration of post-graduate classes in secondary school institutions, both public and private. These were for the most part scattered and isolated experiments. They represented a real need and were an expression of the educational and financial development of the country.

As in the case of other aspects of higher education, President Harper put into practical operation educational ideas that previously were incoherent and unorganized.

For the first time in educational history, on the University of Chicago campus, he built an integrated, corporate and strong educational institution which he called a junior college.

This institution, inaugurated simultaneously with the founding of the university, was recognized at its beginning by him and educators everywhere as a far reaching experiment. Early in its operation, it was thoroughly stabilized and was reported by him as one of the successful experiments to the board of trustees in his report of 1902. In carrying forward to a successful issue this and other educational experiments, he exemplified in a realistic way his thought

²⁴ Ibid., p. 32.

²⁵ Robert J. Kelly, The American Colleges and the Social Order. New York: The Macmillan Co., 1940. p. 233.

that educational experimentation is a powerful instrument for progress. It should be said in this connection that in its dramatic development since his day, the junior college movement has been one of the most fertile fields for this educational experimentation, which he advocated so strongly. However, his caution in this matter must not be forgotten, namely, when an experiment proves futile, it promptly should be abandoned.

In order to be sure that the new institution should be an effective one, he saw to it that it had a highly integrated faculty with correlated responsibilities in the various subject matter fields, and a centralized overhead administrative organization. He emphasized the fact that its program was concerned with secondary education. In accordance with this concept, there was organized a comprehensive guidance program. This guidance concept has had wide acceptance in the conduct of junior colleges since his day.

Correllary to the cohesive organization of the faculty, he regarded as of almost equal importance the establishment of institutional solidarity in the student body. In accordance with this latter ideal, a student council was set up, the importance of a single set of traditions was stressed, general junior college exercises were provided, a series of chapel assemblies was carried on. A very important item in his plan was the building of a club house. He believed that institutional unity is important both in faculty and in student body.

His influence outside of the university functioned in the encouragement of the organization of junior colleges on private foundations in connection with private academies. This started with the proposal for a junior college at Morgan Park Academy, which, during his lifetime, was a unit of the university. He also encouraged the establishment of public junior colleges and forecast their development in connection with public high schools. He laid out the fundamental plan of educational thought for the development of four-year collegiate institutions, as related to growing university and junior college institutions, and this development, essentially, according to his forecast of probability, has proceeded rapidly since his time and is continuing this progress at a rapid pace. At this point, it is necessary to note the important place he believed the four-year college had attained in American life, and his conviction that it would continue to maintain this position.

In a single sentence it may be repeated that he integrated and made corporate in educational institutions, in actual operation, the fundamental principles of upper secondary education, which had been a matter of theory for two generations, and which had been undertaken in a piece-meal and sporadic fashion in various parts of the country.

These achievements of his in thought and organization have been embodied increasingly in college and university throughout the country ever since he laid out his original plan in 1892. As a matter of fact, although he could not and did not forecast all the developments that have occurred in junior college work, I think we may say, as a final word, that after 50 years we have only recently caught up in some measure, in secondary school management, to his vision as to what junior college education should be.

The Junior College and National Defense

FRED J. KELLY*

It is as if the junior college had been developed especially for these critical times. Whether you believe in the allout aid for Britain policy or not makes no difference. You do believe in our way of life. Yes, more than that. You believe that our way of life is worth preparing to defend with all the resources of men and material we possess. You believe in national defense. You want to know how you as individuals can give most effectively of your talents in the cause of national defense. But more still, you want to know how your junior colleges can help most.

National defense means three things: military preparedness, vocational preparedness, and mental preparedness. The first of these may be left with confidence to the army and navy. The second, vocational preparedness, is a job for all the educational agencies which have vocational or professional curricula. The third, mental preparedness, is the job which challenges all the forces of general education at all levels, but particularly the junior colleges. It is this phase of preparedness which justifies my opening sentence, "It is as if the junior college had been developed especially for these critical times." I wish, therefore, to stress the relation of the junior college to mental preparedness. But before doing so, I want to discuss briefly the part the junior colleges can play in vocational preparedness.

Vocational training for national de-

fense falls into two classes: The regular vocational education program, and the Federally subsidized program, There is a tendency to forget that. We tend to think only of the Federally subsidized program. But as a matter of fact, the Federally subsidized program is a minor part. If it were not for the technically trained workers who have come out of our vocational schools during the last 20 years, our country would be paralyzed. The difference between our vocational situation now and in 1917 is tremendous, and will do much to make possible the necessary speed in the building of tanks, ships, planes, guns, ammunition, uniforms, and a thousand other things. The Federally subsidized program can be only supplementary to this. And the first thing to keep in mind is that the regular vocational and professional curricula must be kept going. We need now and shall continue to need the full reservoir of thoroughly trained persons. No short cuts for them so far as thoroughness goes. The short course, the specialized intensive course, has its place supplementary to the regular course but not as a substitute for it.

The present Federally subsidized program is no doubt familiar to most of you. A brief account of it with special reference to the way junior colleges are participating and can participate in it may be justified.

The Federal program administered by the Office of Education falls into four divisions: (1) the technical trade training (\$41,000,000), (2) the training for out-of-school youth in rural and non-

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industrial communities (\$10,000,000), (3) the education of youth engaged in NYA work projects (\$7,000,000), and (4) the engineering training (\$9,000,000). In addition, an appropriation of \$8,000,000 is available for equipment.

Of the above four divisions of the program, the first three are of less than college grade and are administered through the state boards for vocational education after the general plan of the long-time vocational education program set up by the Smith-Hughes act. This raises the question of the participation by the junior colleges on two counts: first, the "less than college grade" clause in the law, and second, the fact that funds are available only to public schools. The first of these counts is not serious unless the local or state authorities make it so. The definition of the phrase "of less than college grade" is not very restrictive. Its intent is clear. It is intended to prevent subsidizing work which is offered in a regular collegiate, professional curriculum. It is intended to subsidize the work which is planned to prepare for immediate entry into a job. Whether the work is done in a high school or in a college, makes no difference. California solved the problem by passing a law which declares that the public junior colleges in that state are a part of the secondary school system. Other states have solved the problem by planning junior college vocational courses so as not to direct them toward further college study, and have thus obtained Federal reimbursement. While true in general of the Smith-Hughes' program, it is even more true of the present defense program, that public junior colleges engaged in training technical workers of the types commonly trained in technical high schools, have little difficulty obtaining Federal funds. If there are cases where this is not true, and if the state board for vocational education is unable to make the necessary adjustment, I am sure a letter addressed to the Assistant Commissioner for Vocational Education, at the United States Office of Education in Washington will have sympathetic consideration.

The privately controlled junior colleges have a little more difficult problem in the resriction of the funds to public schools. How the problem has been solved in one state may be illustrated by the case of a privately controlled engineering school. The state board for vocational education in that state entered into an agreement to employ the teachers in the engineering school so that the courses offered were technically provided by the state board but given at the engineering school. In other words, the privately controlled college becomes for the purpose of defense training an arm of a public school or of the public state board for vocational education. By this means it is possible for the privately controlled college to make its technical staff and equipment available for defense training.

What is said above refers to those three divisions of the program which are of less than college grade. The fourth division of the program is restricted to engineering colleges and to work of college grade. The Office of Education is thus limited in its dealings to colleges maintaining regular curricula leading to degrees in engineering. These colleges may be publicly or privately controlled provided their educational property is exempt from taxation by the terms of the charters under which they operate.

Where do the junior colleges come in on this program? Many junior colleges give the first two years of a regular four-

year engineering curriculum. In those operates in its regular program with cases each junior college commonly cosome engineering school in the development of its curriculum in engineering so as to assure its graduates in engineering an opportunity to continue without loss of time their engineering study. In that way the junior college is in effect the junior division of the four-year engineering college. As such, the junior college may plan now with the four-year engineering school for courses which may be included in the proposal of defense training submitted by the fouryear engineering school to the United States Office of Education. Many of the courses most in demand by defense industries require the equipment and staff used in the first two years of the engineering curriculum.

One of the most striking illustrations of this need for junior college work in the engineering field which has come to our attention is in New York City. A careful survey of shortages among engineering staffs in the leading defense industries was made by a committee representing the eight engineering schools in the metropolitan area. They had a subsidy through the Adult Education Association furnished by the Carnegie Corporation of New York so it was possible to do a thorough job.

This survey revealed that while there are serious shortages in many of the advanced engineering fields, the greatest shortage by far in point of numbers is in the class which might be called junior engineers, or engineer helpers. In consequence of this discovery, these eight engineering schools have joined in sponsoring the organization of a technical institute not connected with any of them. In this technical institute will be offered short courses, six and nine months long,

to prepare junior members in engineering staffs. For some of these courses nothing beyond high school graduation will be required for admission. The backbone of the course is physics, mathematics and shop work. It is an attempt to take out of the first two years of an engineering curriculum the content most immediately applicable to the job of a junior engineer, and condense it into the shortest practicable time in order to meet the present urgent demand of industry for such workers.

This New York City experiment seems to me very suggestive for junior colleges which aspire to do in the engineering field the type of work uniquely suited to the junior college level.

One other illustration of a direct service to national defense may be given. Both the War Department and the Navy Department maintain pilot training schools for their respective air corps. For admission to these corps, two years of work in an approved college is accepted. In lieu of these two years applicants may submit to an examination covering certain phases of English, hisgeography, mathematics and physics. The applicants having two years of college work are proving far too few for the rapidly expanding air forces. Hence the numbers entering by the examination route are rapidly increasing. To prepare students for these examinations is a direct and important service. A booklet describing the requirements may be had by addressing the Air Corps Section, War Department, or the Commander of the Air Corps, Navy Department, Washington, D. C. The demand has become so acute that the Office of Education has been requested to subsidize short courses designed to prepare for these entrance examinations. It is expected that plans to

that end may develop soon. If so, the junior colleges will be well adapted to participate in such a program.

I come now to the most vital aspect of defense, namely mental preparedness. In the minds of most people, I suppose, we and our allies won the last war. I am not sure whether we won it at all. If we did it was only a partial victory. As witness to this, note what is happening in the world today. What we lost, or if you prefer what we failed to win, we failed to win because of inadequate mental preparedness both in this country and among our allies before 1919. The course of the present war is being determined largely by the lack of mental preparedness on the part of the Norwegians, the Dutch, the Belgians, and above all the French. We can even say that the stern English channel probably saved the English from suffering the same fate from lack of mental preparedness. It is beginning to appear that mental preparedness should not be regarded as the second line of defense but the first. In his Labor Day speech last September, one of the outstanding labor leaders in the country put the matter succinctly: "An army of four million men can't save this country if the people don't think it's worth saving."

This line of defense rests on two things: an understanding of the issues involved, and a zeal for the side we support. In building this line of defense, how grateful we should be for the junior college! The junior college is largely a creature of the period since the last war. If we failed to win the last war as completely as we should because of inadequate mental preparedness, we have a much better chance to win this one completely; by preparedness we hope, but by fighting if we must. Our chances are better this time because we have educational institutions better designed for the

purpose of bringing about mental preparedness. While military preparedness and vocational preparedness are pointed toward winning a war if it comes, mental preparedness is pointed not only toward winning the war but winning the peace treaty as well. What the war wins, the peace treaty may throw away. Hence mental preparedness in a democracy is and must be a part of the educational fabric of the people. It is not something which can be pumped into the minds of the people like gasoline into the gas tank of an automobile. Neither is it something which can be pasted over earlier experiences like a war poster over an employment agency ad. Mental preparedness results from the prolonged efforts of men and women, of boys and girls, to understand why the world has come to its present tragic pass and why we are engaged so desperately in building material defenses. To stimulate those efforts and to help assure their success, is the first responsibility of our schools and colleges today. For this job there is no other unit of the educational system quite so strategically located as the junior college.

Why do I say this? Consider the aims and purposes which have been announced repeatedly by your leaders! The rounding out of general education, the production of social intelligence, the educational service to the adult population of your communities! How could you describe more aptly the program for accomplishing mental preparedness? You add two more years to the high school program and should dovetail closely with it. You are typically community colleges and serve a local clientele. You are the intellectual center to which the community naturally turns. If you have been hazy about your objectives in the realm of social intelligence, surely that haziness can now be dispelled. Your job seems to me to stand out both clear and challenging.

But I am not unmindful that while the objectives recited above fill your literature, the junior college in practice has too often been only the first two years of a four-year college. I do not wish to decry this purpose. It is of course entirely laudable. I am only saying that the junior college which does not serve well that group of students who terminate their systematic college training at the age of 19 or 20, or which does not strive to assure a high standard of social intelligence to those who plan to go on to four-year colleges, is missing its most unique opportunity.

What are essentials of the mental preparedness program which is appropriate for a junior college? Naturally I cannot suggest a fixed formula. First I am not wise enough, and second there is no single pattern for all colleges. I may venture three suggestions, however, to stimulate your thinking on the subject.

1. Your social science teachers should contrive somehow to reach all your students with very simple down-to-earth discussions of the issues upon which the present world struggle turns. If this overburdens your staff, look for some competent volunteers in the community. Some people can do Red Cross work, others can lead young people's thinking. The latter group will be as free to volunteer as the former.

2. Find as many ways as possible for students to participate genuinely in the mental preparedness program. Public discussion groups, panels, dramatic presentations both in the auditorium and on the air, and pageants are some of the ways open.

3. Develop a program of adult education, community-wide and involving all classes of people. This program need not be confined to what your staff can do. It should be built on the assumption that every community has much native talent ready to be utilized at a time like this. It should be built with appreciation, too, of the fact that many other agencies are conducting adult education. The college should cooperate with all of these, trying always to find the services most neglected by the others and services which the college is in the best position to get done.

If each junior college, whether associated with a four-year college or organized separately, will envisage its opportunity in some such terms as the above, the contribution to mental preparedness will be incalculably great. To assist those who feel the need of help in carrying out such a program, the United States Office of Education has established an information exchange, the purpose of which is to make available to inquirers descriptions of the most suggestive activities going on in schools and colleges which are pointed toward national defense. A compilation of mental preparedness programs in colleges is now being made by the information exchange staff and will soon be available. It must not be assumed from this, however, that colleges need to look outside their communities for help. The job of mental preparedness is one which cannot be centered in Washington.

If democracy is to meet successfully the severest test in all its history, it will go speedily about this job of girding its people's minds for the sacrifices which lie ahead. When it does so it will find, I hope, that the junior colleges have been one of its most effective agencies in achieving this purpose.

Coordination with Youth Serving Agencies

DWAYNE ORTON*

Regimentation of the youth in totalitarian lands is one of the most astounding phenomena of our times. In his great cartoon for Survey Graphic,1 Enright portrays totalitarian control under the title "The Dictators Knew What They Wanted." Across the top of a two-page spread reach two hard and ruthless hands. One is gloved with armour; the other is gnarled and cruel. On each finger is a ring from which hang puppet control strings. The puppets which march to the will of the hands above are in two sections. Those which lead extend from the military hand. They are in close formation and swing in goose-step rhythm to the master hand that pulls the strings. With deep significance the artist has drawn their steel helmets resting empty on headless shoulders. Heads are not needed by robot-men in the service of der Fuehrer!

The second section, marching to the control of the other hand, presents a similar picture of regimentation, but here the marchers are different. In the front rank are scholars carrying their books as a choir in processional which reads the same score and sings the same tune. Behind follow the writers, their puppet pens poised and ready to portray the will of the Leader. The third rank consists of farmers whose pitchforks present arms in acknowledgment of serfdom. In the rear rank come

the industrial workers, their picks and hammers raised in mute testimony to the power which controls them. Thus does Enright picture the low estate into which the people of Europe have fallen as they bowed to twentieth century Baal.

No matter how this picture may outrage our sensibilities, we must acknowledge the fact that a loyal and efficient organization of youth has been developed out of the chaos and desperation which shrouded central Europe in its hangover from the debauch of World War I. Furthermore, even the isolationists among us must acknowledge the desperation with which democracy faces the need for a democratic equivalent of dictatorship's total youth program.

In our search for democratic principles and methods as a basis for our moral equivalent, let us contrast the fasces symbol of totalitarian solidarity with a tree as a symbol of democratic unity. The fascist symbol is a key to the heart of the doctrine of dictatorship, a bundle of rods bound into a powerful unit by thongs, from the body of which projects the blade of a battle axe. Here is a symbol of power—as long as the external thongs of force bind it together. Remove them and the rods fall apart impotently.

Beside the fasces place democracy's equivalent — a "tree planted by the waters, that spreadeth out its roots by the river, and shall not fear when heat cometh, but its leaf shall be green; and shall not be careful in the year of draught,, neither shall cease from yielding fruit." ² Here is a symbol of organic

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¹ October 1939, pp. 572-3.

² Jeremiah, 17:8.

unity; an example of union through coordination.

As is a tree so is democracy; the roots spread in the earth to claim the nutriment which passes through the organic union of all the cells to issue in leaves and fruit. Democracy is a tree with roots deep in the soil of humanity. Its peoples are the cells and branches which carry the sap of life into a harvest of abundant living. In contrast with the fasces which derive their strength from external force, the tree is strong by virtue of its internal unity.

It is our thesis that a total youth program based on the democratic principle of union through coordination is democracy's equivalent for dictatorship's regimentation. Benjamin Franklin gave historic expression to this truth in the constitutional convention. At one of the darkest hours of deadlocked debate when the slightest shift of influence could make or break the United States of America, Franklin pointed to a picture of the rising sun and spoke to this effect: This constitution will be to the states what the sun is to the planets—a force which holds each independent planet on its course and at the same time unites their scattered power in the larger whole of the solar system. It is that principle of coordinated independent units which we must apply in building a democratic total youth program.

As leadership of American youth has become aware of the need for an "allout" total youth program, we have seen a virtual epidemic of blueprint schemes. Certain vested interests have been all too ready to make political footballs of American youth. Charges have been bantered back and forth. Youth is cowardly; it has no ideals; it is controlled by "reds"; it is unwilling to subject itself to discipline. Half-truths have

been mingled with falsehoods, constructive policies with propaganda of interested groups. But the winnowing process attests the strength of our democracy.

In California we have worked on the theory that the needs of youth can be met best through the leadership of all agencies working with coordinated action. Under the guidance of Ruth Macfarlane, director of the Division of Student Work and Related Training, the NYA for California has followed a policy of democratic leadership which makes its resources available to existing agencies in a cooperative program for the solution of youth problems rather than by duplicating services in existing agencies.

In order to bring about this coordination, four joint conferences were held in which the participants represented the State Department of Education, State Department of Employment, National Youth Administration, California Federation of Junior Colleges, Association of California Secondary School Principals, California Congress of Parents and Teachers, Western Association of Colleges and Secondary Schools, and industrial personnel management. Out of these general conferences emerged a small executive committee, a special committee on coordination, and a special committee on the integration of work experience and educational credit.

The policies and findings of these conferences were published in September, 1940.³ Coordination of ideas, functions and even personnel has been the refrain which echoed from conference to con-

³ Coordination of California Youth Agencies contains a discussion of the issues and problems faced by the conferences written by the Chairman of the Executive Committee, who is also the writer of this article. Appendix I sets forth the resolutions of the first conference. Appendix II is the full report of the Committee on Credit for Work Experience.

ference, from conferees to constituents, and from agency to agency.

Let us now develop our central idea that a total youth program based on the principle of union through coordination is democracy's equivalent of dictatorship's regimentation.

1

One of the first principles of a coordination program is recognition of the fact that no single agency can meet the needs of a total youth program in democracy.

A fractionated lack of coordination is characteristic of democracy in the rugged individualism of its frontier period, but it is an evidence of immaturity if it persists after the frontier has been superseded by a highly interdependent society. On the other hand, the development of an integrated association of free agencies is an evidence that democracy is achieving strength and developing the techniques needed to cope with the demands of a complex social structure.

The democratic way of life has widened the horizons and multiplied the areas of youth service beyond the range of any individual agency. Even the triple division of responsibility for youth between the home, church, and school is no longer possible. These venerable institutions must now share the privilege of moulding the future citizen with the press, radio, community chest agencies, the public health district, NYA, CCC, employment services, and the military forces.

Any youth program worthy of our democracy must provide for (1) the total development to full capacity of each youth, (2) the total coverage of all youth, and (3) the total commitment of each youth to the total social welfare. These cannot be achieved by an atom-

istic situation in which many agencies go their own way duplicating and competing with the services of others.

Furthermore, coordination is in harmony with the basic principle of life that the individual or institution which would save itself at the expense of the total welfare will lose its life, but that the one that will lose its life in the cause of the total program will find itself again. Never has this principle been more incisively stated than by St. Paul to the church at Corinth: 4

For the human body does not consist of one part, but of many. Were the foot to say, "Because I am not a hand I am not a part of the body." Or were the ear to say, "Because I am not an eye, I am not a part of the body," that would not make it any less a part of the body. If the whole body were an eye, where would the nostrils be?

It is also impossible for the eye to say to the hand, "I do not need you"; or again for the head to say to the feet, "I do not need you." No, it is quite otherwise. Even those parts of the body that are somewhat feeble are yet indispensable, and those which we deem less honorable we clothe with more abundant honor; and so our ungraceful parts come to have a more abundant grace, while our graceful parts have all they need . . . And if one part is suffering every other part suffers with it; or if one part is receiving special honor, every other part shares in the job.

The needs of these times have banished pioneer isolationism. No longer can the schools say of the NYA, "We have no need of you." Nor can the NYA or the CCC or any agency say of any other agency, "We have no need of you." Coordination is the principle on which "agency-mindedness" may develop loyalty to the function of the whole, on behalf of which the agency is only a means to an end.

II

Another basic principle of coordination is organizational and program elasticity. In the face of this principle, what shall we say of admission requirements? How notoriously they have

^{4 1} Cor. 12:14-26.

failed to separate the sheep from the goats, the parrots from the genuine learners, is a matter of statistical record. It may be regarded as heresy in some quarters, but the California junior colleges have accepted the responsibility for the vocational guidance and educational needs of the 18-25 age group, regardless of their educational background and achievement. Coordination with work project agencies such as NYA and CCC requires a more liberal attitude toward entrance requirements than has been characteristic of admissions offices.

Junior college catalogues are prima facie evidence of the way in which we slavishly have paralleled the university curriculum in spite of the fact that 75 per cent of our graduates in public junior colleges do not go to the university. Too much have we assumed that subject-centered, logically developed, specialization courses made up a proper general education for terminal students. The Carnegie Foundation's surveyors of California higher education held that: ⁵

Requiring such specific patterns of preuniversity training as are now commonly demanded assumes an efficacy which the present policy does not possess.... In too many cases it is found more comfortable to conform than to experiment toward better instruction.

Flexibility in a democratic program implies more than a willingness to change. It also requires a toleration of, and willingness to coordinate with, various independent solutions of the youth problem. After referring to the different approaches to occupational adjustment worked out through formal vocational guidance as in Providence, job placement in the public agencies, cooperative training as in Pittsburgh, and work ex-

A policy of coordination will set up a cross-fertilization of ideas and experience which will keep agencies from becoming smug and it will provide a stimulus to adaptation and growth.

III

In the third place, coordination becomes a "must" principle when we recognize the vital relationship between proper work habits of youth and the health of democracy.

There is no more shameful blot on the record of American democracy than the fact of 4 to 41/2 million youths 16 to 24 years of age out of work and not in school. Place these young people in a parade of motor cars spaced at 20-foot intervals. Put five youths in a car and you form a cavalcade of idleness on a purposeless trail from Chicago to Montreal to New York to New Orleans to Los Angeles to San Francisco and back to Chicago. Drive them past a given point at 40 miles an hour and you will watch them eight hours a day for 18 days. These are the real "Dead End Kids" of our time.

Let us not think the problem of unemployed youth is solved by the draft and by defense industry needs. Simple arithmetic indicates that a draft age of 21 to 35 touches only three of the eight years lying between 16 and 24. If the selective service lottery draws equally from all age brackets, only 160,000 of an annual 800,000 draftees would come from the 16-24 age group. Every year 1,750,000 leave school and go job hunting. Observation of defense industry expansion shows that employment is

perience as in NYA and CCC, the American Youth Commission holds that "occupational adjustment" implies "coordination of all these activities. . . ." 6

⁵ State Higher Education in California, Recommendations of the Commission of Seven, California State Printing Office (June 24, 1932), Sacramento, California.

⁶ Bulletin, American Youth Commission, October, 1940, Vol. 5, No. 1, 3 pages.

going to the cream of the crop. The bulk of unemployed youth is not being touched by expanding industry. Nor is this condition temporary. Fundamental social trends indicate that the ratio of youth to adults competing for work opportunities has been shifting in favor of the oldsters for over 100 years. For every 1,000 white youths 16 years of age, there were in 1840, 889 adults. In 1900 the ratio was 1,000 youths to 1583 adults, and in 1930 the proportion was over 1 to 2 (1,000 to 2,013). In 1937 the United States Employment Service reported one in five applicants for jobs was under 21 years of age and one in 11 placements under 21 years of age.

America is bringing up a generation of young people who face adulthood without the work opportunity to make that state of maturity a reality. Although America holds dear the ideal that honest human toil is a badge of respectability, the state of society is such as to deny that honor to millions.

Totalitarian dictators built their movements about the blasted hopes of disillusioned youth. They gave them something to work at and a program to enlist their loyalties. They not only gave them work; they also set up goals for the future. Can democracy do less? No! Democracy must do more or in its failure sow the seeds of revolution and social disintegration.

With such data as these before us, the American Youth Commission is convinced that public work programs for youth are an indispensable social institution for the years immediately ahead, that the existing programs must be greatly reorganized to increase their effectiveness, and that in reorganized form they must be greatly expanded.

What, then, is a practical program for the schools? It should be recognized as axiomatic that a policy of aloofness is suicidal to the best interests of youth and to the future of state and local control of public education. The need is present with us. Some agency is going to lead in coordinating a total youth program. That task belongs to public education. No youth agency covers the field of youth service as thoroughly as public education. No youth agency enjoys the confidence of the American people as does public education. No youth agency has the resources in capital investment and personnel that public education has.

I would not urge this program of coordination merely to save the existing structure of public education. No institution is greater than the cause it serves. Coordination of existing agencies is urged because it is essential to the preservation of democracy. Without free schools we cannot have a free people. Centralization is inimical to local freedom. Coordination claims the efficiency of one and the independence of the other.

If it is clear to the Commission that public work experience programs must be reorganized and expanded, it should be equally clear to school men that education must seize the opportunity to coordinate instruction and guidance with work projects. One of the most fundamental and most practical ways of bringing about this integration is found in the concept of educational credit for work experience, one such plan has been worked out in California.

It is the belief of the California conferees that "granting credit for work experience is as valid an educational procedure as granting credit for any other experience that brings about growth and development." 7

There are many details of procedure which must be developed. These can all be worked out if we are statesmen enough to grasp the fundamental principles which are moulding the shape of things to come. One of these is the concept of work experience as a valid part of public education in democracy. The economic world can't absorb these youth, and democracy suffers if they don't learn to work.

America has shown its genius for the organization and development of production. We are proud of our factory assembly lines and our intricate developments in commercial organization; but the dislocation between the end of formal schooling and the opportunity to assume the responsibilities of adulthood for hundreds of thousands of our youths reveals how far we have yet to travel in bringing human engineering abreast of mechanical engineering.

Educators must seize the opportunity to coordinate education with these work education experiments in order to increase the effectiveness of the work program, in order to gain for education the advantages of the new activity, and in order that youth may be served to the full extent of its capacity and toward total commitment to total social welfare.

Let no American youth point to the schools and say:

"They drew a circle and shut me out. Heretic, rebel, a thing to flout."

Rather, let education say:

"We drew a circle and brought them in."

CONCLUSION

Is it too much to suggest that the present situation is education's opportunity for creative statesmanship? If the development of a well-coordinated total youth program is vital to the future welfare of American democracy, education should be deeply concerned. If the new developments in youth service give promise of building a greater democracy, it is the part of educational statesmanship to embrace and mould them on the tested foundation of public schools.

Public education and democracy are inextricably bound together. From the "little red school house" to the magnificent university campus courses the blood of democracy's greatest institution - universal public education, the creation of a liberty-loving people. Now that the time is at hand when free peoples and free society seriously are threatened with extinction, the people will expect the school to stand as a bulwark of their liberties. But education will fail if we do not develop the opportunity for a coordinated total youth program for America. Let us go to the nation with a constructive total youth program. Let us show the nation that our resources need equalization and expansion. While we believe that the utmost in material defense must be provided for the security of our nation, we earnestly urge that an adequate supply of the financial resources of the nation be directed to the economic, civic and moral preparedness of the men and women who are the "man behind the man behind the gun" without which the defense of democracy is "sounding brass and a clanging cymbal."

Let us not say with Hamlet, "The time is out of joint. O cursed spite that ever I was born to set it right." Rather with Rubert Brooke let us say, "Thank God Who hath matched us with this hour."

⁷ Coordination of California Youth Agencies, Recommendations of the Joint Conferences of NYA, Junior College and High School Administrators. Pamphlet published by the NYA of California (September, 1940), Los Angeles, California. Page 6.

Junior College Terminal Education As I See It —From the Standpoint of Commercial Life

PAUL A. MERTZ*

We are all products of our environment and experience. Our views on any major subject are conditioned by the opportunity we have had to look at it from various standpoints. Like a diamond, any subject that is debatable has many facets. Today's subject assigned to me is no exception. In evaluating my point of view the audience has a right to know on the basis of what experience I take my position.

Although I speak as a businessman, I am an educator in the business field. However, I have spent 17 years previous to my business experience in a diversified range of educational activities; I have taught the feeble-minded, I have been a high school teacher of English; I have been an army psychologist, a college professor, a college administrator, a teacher trainer. My undergraduate college training was in the classics; my graduate work in educational psychology and school administration. In business I have been a personnel director, a director of personnel research, and now of business training. I am also now devoting a major part of my time to the training-withinindustry activities of the National Defense Advisory Commission in training for expediting industrial production for national defense. I hope that this background tends to give me a wide and nonspecialized perspective as to the place of the junior college.

In education, I think I am a realist.

I am very skeptical of programs whose major objectives are described as cultural. Such objectives are too intangible. What passes for culture in the East is too often called affectation in the Middle West. And much of what is labelled training for the fuller life results in a country club existence on a campus that unadjusts to the requirements of a practical life and often produces champagne tastes that have to be met economically after graduation with a beer pocketbook. In our efforts to perpetuate the traditional liberal arts curriculum, we have too often strained ourselves in our justification of a given unit of subject matter until we have overreached the bounds of probability and credulity as to the attainability of justifiable educational objectives. Consequently, there has grown up a connotation of the word "academic" that business and the practical world regards as uncomplimentary to education. An admonition not to be academic means to a businessman that he should stop rationalizing a situation and exercise judgment in the presence of known facts. It now appears that instead of some of the whittling on academic subjects, a lot more of us had better been engaged in military and mechanical arts in a world in which we are in serious danger of losing much that we hold dear.

I believe in the junior college just as I believe in the four-year college and the university. However, only insofar as it furnishes an opportunity for young people to go to college who would not

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otherwise be able to attend. I feel that its objectives should be mainly terminal in character and not duplicate the facilities of the four-year college in subject matter or general objectives. The economic aspect of its function of transferring students into the four-year college is minimized when one considers the large number of scholarships that these colleges have available for the able student who is financially unable to go to college otherwise.

Considering the greatest good for the greatest number, we must interpret the function of the junior college to be fundamentally terminal in character. When I say "terminal" I do not mean that upon graduation, all individual effort at education should or will cease, nor do I mean that the junior college's function should be exclusively vocational or prevocational in character. There are other objectives of education, with which I am sure there will be only minor differences of opinion, that must be attained, insofar as the individual student has not attained them, to undertake efficient living.

Consider the objectives of education in terms of their actually functioning in life. We express them in terms of attitudes, habits, skills, ideals or appreciations, and knowledge. The major curse of too many programs of study is that the last-named objective, that of the acquisition of knowledge, becomes an educational end almost to the exclusion of the other objectives. Thousands of young people are given diplomas who have not attained any economic skill. who lack the essential attitudes that make for social and economic success and justification for existence, and who have too often formed habits that are in direct antithesis to the habits essential to life in an economic world.

Ours is a changing world. Curriculum makers, administrators and teachers need constant orientation in the world to which their pupils go after graduation. Too often subject matter persists in the school long after its intended function is forgotten, if it ever had a relatively justifiable function. Too many teachers of vocational subjects have had little or no first-hand experience in the occupations for which they train, or too remote in point of years from the actual situation. Our certification systems have placed relatively too high a standard of academic attainment and acquisition of advanced degrees for teaching certificates in lieu of time that might be spent better in actual and recurring vocational orientation.

Business must of course train in the specifics of a particular craft or operation. But it does seem to us that the schools and colleges have the obligation to bring a student to the threshold of employability in fields for which there is a large constant or growing demand. The junior college has a major obligation here as a terminal institution to do this job, since most of its graduates will earn their livelihood and find their opportunity in the nonprofessional fields. A survey of what our graduates actually do after leaving us is usually very enlightening and a rude awakener in terms of what we did in school to fit them in terms of the attitudes, habits, skills, appreciations and knowledge that are needed.

Forgetting for a moment, the strictly vocational needs in terminal education, as educators, we must admit that we have done a sorry job in the attainment of the objectives for which we have directly claimed to train — such as worthy home membership, good citizenship, correct use of the mother tongue, and the development of aesthetic

tastes. Of course as a vocational educator, I know as well as you how difficult the task is of training people to perform correctly in any area of ideas, tastes, habits and skills. Yet we too often assume on the college level that certain subject matter is not of college level, but belongs to the high school or even elementary school, totally overlooking the fact that the school exists for the attainment of agreed objectives of attainment in the *individual* and that if he goes out into society without them he is equipped poorly and sometimes becomes even a social menace.

Private schools, resident and correspondence, are making a fine living and even growing rich in instances that I can prove, because they have been able to point out to our graduates their limitations, and to sell them training at a price that the public schools and colleges, as well as the private general schools, have failed either to offer its students or to make function in the individual. An educator in the business world itself is almost pestered to death by quack and legitimate schools and training program promoters who offer ways of overcoming for employes the deficiencies of their formal education. Training in salesmanship, training in business etiquette, training in better speech, training in business fundamentals, training in accountancy, training in personal efficiency, such as the development of confidence and the overcoming of fear, training in development of leadership are samples of what is being sold today to millions who wonder why their schooling laid so little emphasis upon these social and vocational needs. So much of what they were required to study has had so little functional use in the lives they lead.

The schools are full of fine teachers

who do not know enough from a practical standpoint to train young people in the use-values of economic life, and conversely business has too many poorly qualified teachers from a teaching skill standpoint to teach effectively what they know. Here is a field for the educational administrator and the curriculum maker in which to make a valuable social contribution.

The junior college is in an extremely strategic position as a terminal institution to furnish young people with a usable brand of education. While I believe that it should be subject to quality standards. I believe that it should be freed from the heavy hand of the North Central Association and similar rating agencies that apply to it standards that may be appropriate to the four-year college. All attention should be focused upon what is needed to fit young people most adequately for the lives that they are going to lead. We should forget the alleged educational values supposed to function through transfer of training when everyone knows that you learn to drive a car, hold a fork properly, or appreciate a painting by direct application and experience. It is high time that we start with the educational objectives in our curriculum making and work back to the content through which the end will be attained, and build courses that will do this, instead of starting with timeworn traditional content imputing to it the values for these ends that are either totally absent or remote possibilities.

We are asked frequently by educational institutions, by research students, and by high school and college students what business expects of the graduate in terms of subjects studied, in terms of habits and skills required, and in terms of advancing oneself in a chosen field. I can assure you that it is not an easy task, or one to be answered lightly or in as brief scope as such requestors assume it can be done. Nor can I or anyone else without considerable research, speak for the specifics of the various crafts or for business or industry as a whole. Yet much research is being done today by the United States Employment Service that every vocational educator-and general educator tooshould know about, particularly in the field of analysis of thousands of jobs, and in the determination of those qualifications that business is looking for in those whom it employs.

Let me sketch briefly what retail distribution, which is my field, expects of a young man or woman who wishes to be successful in the field and promotable to better paid or even ultimately junior executive jobs. It assumes integrity and habits of industry as a minimum. There are too many temptations in distribution for the dishonest or the shiftless to succumb to lines of least resistance. He should be healthy. The latest figures on draft rejections cast serious shadows on the efficacy of our health training in Amer-While many draftees have been out of school for many years, it is evident that we have not succeeded in indoctrinating our young people in the attitude that health is their most priceless asset, else they would not neglect it.

He should have learned the niceties of social contact; he should have taste reflected in the way he dresses, and in the details of a good personal appearance. He should practice the arts of courtesy and tact. He should be able to practice the art of salesmanship, to "win friends and influence people," and to meet objections without loss of friends or influence.

He should possess better than average personality. While men cannot change what God or heredity equipped man with, we can educate how to minimize our weak points and strengthen our best. While industry, government service of certain types, and a few nonselling and office jobs in retailing do not require good personality, all public contact jobs demand it to the highest degree available. For the same reason, most of retailing's personnel must consist of extroverts or ambiverts.

He should be able to practice the fine art of cooperation; he should be able to accept criticism, even though unjust. He should possess a sense of responsibility, and have habits of following through whatever he started. He should possess control of his emotions, and avoid temperamental displays of jealousy and other childish manifestations.

He should receive education as an intelligent consumer, which is an excellent start for him to become the intelligent server of the consumer as a distributive employe. He should know the basic materials of which the goods of the world are made, and their virtue in terms of consumer use.

He should write a legible hand, be accurate in the four fundamentals of arithmetic, percentage and decimals, understand the effect of color, line and design, and know their application to consumer advantage and to display and stock arrangement.

Do not some of these sound strangely familiar as objectives of general education? They certainly are. Yet how long the retailer has to look for people in whom their approximation has been realized! If you feel that retail wages are low, it is only because it is difficult to find those who can earn the higher wage which retailing actually

does pay to those who can qualify. Retailing does pay three, four and five thousand dollars a year to salesmen who can qualify for the work.

Retailing is desirous of course that the young person who wishes to enter distribution shall have had vocational studies that fit him for employment in the field. To this end the distributive education courses in high schools and junior colleges are being developed. But retailing uses many hundreds of thousands of school graduates who may never have followed these specific studies. And business would gladly relinquish the specific employment curricula if the objectives of general education were more nearly attained.

The director of a university graduate program in distributive education a few years ago described to a group of retail personnel executives a proposed program for similar training on a college level, and so much enthusiasm was expressed for the new program that he feared for loss of interest in the graduate program. He remarked: "Gracious, you are beginning to make me believe that you don't care whether our retail students have bachelors' or masters' degrees." And in unison, everyone replied "We don't. Show us the man."

Except for highly specialized activities that are professional or semiprofessional in nature, business doesn't give two hoots in Hades how many semester hours in a given subject the student has pursued, whether he was a straight "A" student through college, whether he has any degree, or what his professor of languages thought about his attainments. Business is more interested in his attainment of those human factors, those attitudes, habits, skills, appreciations and lastly knowledge that will make him employable, and

start him on the way to a useful and happy productive life.

Sometimes businessmen who have to deal with the products of the schools get very much discouraged. They feel that too often the prospective employe has been given a false sense of values as to the applicability of what he has studied and of what he has been led to believe is important. Sometimes the businessman feels that our colleges and their faculties are still living in the past, that college work is a cloistered type of existence, and, what may be an unfair generalization, he may feel that teaching has been undertaken by many as a career as an escape mechanism from the harsh realities of life it-As one who spent 17 years in public and private education, I would be the first to deny these implications. Yet it is true that it is easier to keep on teaching the same subject matter in which we were trained to teach than to keep evaluating and to have the courage to drop a subject in favor of one that can function directly.

Time does not permit discussion of adequate vocational counseling built on adequate information of the youth and the job as well, or the desirability of cooperative vocational education on a junior college level. To my mind they are indispensable.

It is in these aspects that I see the opportunity of the junior college as a terminal institution. It is young enough to be free from much of the traditionalism of the four-year liberal arts college; it is close enough to the earth and the middle and lower economic groups to be practical; it is youthful and courageous enough to look facts in the face and act on them. It has a tremendous opportunity and obligation for human service. Let's not muff that chance.

Junior College Terminal Education As I See It —From the Standpoint of Home Economics

IVOL SPAFFORD*

Home economics has much to offer the junior college student in the way of terminal education-both for general education and for vocational purposes. Those courses which have specific value for a specific vocation are the ones commonly thought of as vocational. There is, however, a second group of courses which either may increase the general employability of the individual or add to his job satisfaction. For many young people these latter values may be of as great or greater vocational worth than the more specific vocational training. In the time allotted, I should like to discuss rather broadly the values of home economics for these different purposes.

It would be helpful in this discussion if we could define the field of home economics specifically or set criteria by which we might know positively that certain experiences or materials belonged or did not belong in home economics courses. Neither of these things has ever been possible in home economics nor are they as easy to do for other fields today as at one time. "The activities most frequently thought of when home economics is mentioned are the feeding, clothing, and housing of the individual and the family. study of home economics offerings over a period of years, however, shows that other activities have long been included: the management and use of individual and family resources, the protection and care of the sick, the

growth and development of the members of the family, the care of children, the everyday social relationships of people, the development of individual and group interests within the home. With the increasing interdependence of people, home economics has extended its interest still further into the social, political and economic conditions affecting immediate personal and family living."1

No one would claim all activities within these areas for home economics. The field, as it has been developed and taught, however, does seem to have four unique values. Home economics grew out of an interest in family life and this interest has dominated its development throughout. This concern for home living is its first claim to uniqueness. No other field has such a heritage. In its development, home economics has drawn on many different fields for a wide range of basic knowledge. And as other fields have become interested in activities of the home, many people express themselves as believing that there will be little left for home economics to do. Home economics, however, has reorganized this knowledge from other fields, made for itself a new body of subject matter. This unifying of educational experiences in relationship to personal and home living represents the second unique contribution of home economics.

Home economics is interested in the

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¹ Spafford, Ivol, A Functioning Program of Home Economics, John Wiley and Sons, 1940, page 4.

individual student; interested that those who take the work make garments which they need and can wear, that they plan meals which they will cook at home, that they grow in understanding of their own family situations and work out more satisfying relationships with family members. This personalizing of instruction represents the third unique contribution of home economics. Home economics has always emphasized the acquiring of techniques and skills. It began with a concern for acquiring skills in preparing food, in making clothes, and in caring for the house. It has, however, long recognized that techniques and skills of living also include those of human relationships, of managing resources, of choicemaking as to values in life and choicemaking as to goods and services. People are not born knowing how to act in social situations, get along with family members, prepare food, make clothes, or care for children. For many today such instruction is given inadequately or entirely omitted in their out-of-school education. The interest of home economics in acquiring these varied and important techniques and skills of living represents its fourth unique contribution to education.

The greatest values in home economics for the junior college student are in general education and in the areas of personal and home living. There are administrators and teachers who are afraid of teaching skills at the college level, especially in junior colleges, lest those in four-year colleges see their work as little better than that in high school. And yet, if there is anything that we have learned as we have become interested in education related to life activities, it is that education must be continuous, that maturing, new and wider experiencing

bring new needs for learning, new needs for techniques and skills as well as other types of learning. Learning in the areas of personal growth and home living during previous years will have much to do with the kind of learning needed at the junior college level. Regardless of how "good" this education is, however, it never does away with the need for more learning. At best much that the junior college student has acquired will be "pick-up" rather than carefully directed learning.

Few junior college students have mastered the material aspects of living or have the knowledge and skills they need to meet successfully their food, clothing, and housing problems. They need help in learning how to use their resources of time, money and energy to achieve the things they want most out of life. They need help in learning how to meet new social situations, in acquiring skill in human relationships, and in achieving poise and self-confidence. Mastery of these techniques has much to do with achieving good mental health.

Many school administrators hesitate to approve the developing of courses in manners and dress. They are disturbed when a college girl is more interested in making an evening dress than in making a budget. They have no sympathy with her selection of an eating place for its atmosphere rather than the quality or quantity of its food. Personally my sympathy is with the point of view of these administrators. I believe that clothes and glamour and doing as the neighbors do whether we or they can afford it have become too important in the lives of many people. I would agree that what in the end people come to think of as the more important life values are being sidetracked and sometimes entirely sacrificed to attaining superficial and trivial immediate ends. This situation in my opinion, however, does not mean that we should give less attention in the school to such education, but frequently more in order to help young people get their total picture of life values into proper perspective. And whether we need more time or not in a particular situation, it almost certainly means a different type of instruction than we are now

giving.

Closely related to the need of these young people for education in personal living is their need for education for home and family life. They all too frequently have not yet learned to live with their families as young adults. The fault is not entirely theirs but they are the ones the junior college touches. Parents and young people both need help in passing from a parent-child relationship to a co-adult relationship mutually satisfying to both groups. These young adults need to be able to give and to receive from the family without being dominated by the relationship. They also face many problems in regard to friendships with young people of their own age of both sexes, problems in regard to courtship and marriage. They would like and need the opportunity to discuss the questions which are troubling them. They need the help of understanding and sympathetic older adults in thinking through their standards of conduct. their ideas and ideals in regard to immediate personal and family relationships.

My first suggestion to junior college administrators and teachers interested in terminal education, then, is that in cooperation with the young people themselves they study carefully the needs of these young people for education in personal and home living and that then they make provision for offering them the educational opportunities they need. This is not a job for home economics alone either in planning or in teaching but it is one in which home economics is most interested and to which the field has much to give, both in finding out the needs and in providing the instruction.

Young people at this age are interested in gainful employment and there is a place in the junior college for specific training for specific occupa-There is, however, a type of education which has vocational value for a larger number of students which has been almost entirely neglected in education. The ability to work happily with other people, to select suitable and becoming clothes, to wear them well, to be well-groomed, to make a pleasing appearance, to have good manners, to be at ease in the ordinary relationships of life contributes to personal happiness, but it also contributes to success on the job. Learning such as this has money value, more than most of us in education have ever admitted.

The habit of weighing values in the use of money, of selecting nutritive food, of making one's living place attractive and restful, of choosing clothes that wear well, of giving them the care needed, of following a healthful regime helps in getting more of life's satisfactions for the money earned and in turn adds to satisfaction with the job. Many people do not have incomes sufficient to maintain a comfortable standard of living but the failure to live a rich and satisfying life cannot always be charged to a lack of money.

My second suggestion to junior college administrators and teachers interested in terminal education then is that they study seriously what learning will increase the general employability of the young people in their schools, what will help them get more of life's satisfactions from the jobs they are likely to get. Too much of our education is pointed today to a much higher income level, to a standard of living far beyond what we have a right to expect of the run-of-the-mill junior college students unless they are to concentrate on the getting of money alone.

The problem of vocational education in junior colleges, both for gainful employment and for homemaking, is of concern to home economists. We know all too little about the vocational opportunities within home economics for which the two-year college can and should prepare. This is at least partly because no one ever has tried seriously to find out what these are. They are probably little different from the jobs for which the high schools that have developed broad programs of education for gainful employment now offer training. Certainly many of them have to do with feeding people. The National Restaurant Association is much interested in an improved educational program for training young people for employment in connection with feeding the public. Their cooperation in studying the problems of training along these lines and in setting up an effective educational program should be easy to secure. The home economics field has much to offer in developing service courses in connection with certain distributive occupations. Those who would sell the public need to know much more than at present about textiles and clothing, foods and nutrition, house furnishings and equipment. Most of them need to understand better than they do now the homemaker's point of view about buying and using goods and services.

An area of employment which many

junior college administrators, teachers, and students will view with scorn but which in my opinion should be explored seriously is that of home employment. Of two things I would remind the scornful: First, that we should educate where the jobs are; and second, as a word of encouragement, that nursing rose to a field of high esteem as intelligent, welltrained young women prepared for it. If we believe in the importance of home and family life, we would do well to consider preparing intelligent, welltrained young people for well-paid and self-respecting positions within the home.

Many educators, including home economists, dislike to talk about college training for any jobs that are not of an administrative or supervisory nature. The age and lack of experience of these young people work against them for jobs of this type. Another factor working against them is that most of them will enter fields in which women continue to hold jobs after marriage, thus keeping up the supply of mature and experienced persons.

Education for homemaking represents another aspect of the vocational program. Most of the opportunities for gainful employment demand training in some special phase of home economics. Homemaking, on the other hand, calls for well-rounded training dealing with all phases of home life. To the extent that skills and techniques of food preparation, clothing construction, and care of the house have been emphasized and mastered in the high school, these need not be included in the junior college program. All too frequently, however, there has been previously little mastery in the learning. The home life we have today is the result of educationeducation provided by homes, the movies, radio, magazines and schools. And the schools have educated all too largely in the past by indirection. Failing to give attention to such education, they have led students to believe that homemaking education is unimportant or unnecessary.

We profess to believe that the home is our most important social and educational institution. We have this year published two yearbooks concerned with problems of home and family life. What little we have done in the schools in the way of required work has been largely for girls at the junior high school level. Work in the senior high school has been most often elective with the brightest girls encouraged to enroll in other curricula. As a group, we have refused as yet to recognize that homemaking is an adult job and a job for both men and women that when well done demands the best ability of the most capable, and that certain aspects of the job can be learned only in adulthood.

My third suggestion to administrators and teachers of junior colleges interested in terminal education then is that they study the vocational opportunities and vocational needs of junior college students. One point of attack might be to find out the jobs now being held by junior college graduates with a view to finding out how the junior college could have helped them prepare to fill more competently the jobs they now hold and through better training to set them on the road to advancement and to security in the jobs they get. A second point of attack would be to find out the jobs within a community for which employers would like better-trained employees and for which better training they are willing to pay. These procedures would be equally effective for

finding out the vocational education needs in areas other than home economics. In setting up any program of vocational education for gainful employment, an institution should always consider the vocational opportunities within the region it serves and the extent to which it is willing and can afford to develop an adequate program for training young people for the position likely to be available. There will, however, be less variation from one section of the country to another in jobs related to home economics than in any other field.

Many of you are saying at this point that your home economics teachers cannot do the things that I am suggesting and with that I would agree, in general. Nor can your science, social science, English, mathematics, industrial and commercial teachers do the new things you are asking them to do. The points I have emphasized, however, bear on important problems of young people today, problems affecting both the individual well-being of those we are educating and the welfare of the society in which they will live. Success in building such an educational program depends upon collective and cooperative planning on the part of all within a school. Following careful planning, responsibility for making the plans work should then be delegated to those persons within a particular school, whoever they may be, who can do the job best. They are problems to the solving of which the field of home economics has much to contribute. They are problems in which home economists are much interested. I hope that you as administrators will be interested in their study and that we who are in home economics may work with you in their solving.

Junior College Terminal Education As I See It —From the Standpoint of Organized Labor

GEORGE A. PATTERSON*

It is with great pleasure that organized labor accepts this invitation to speak here today. Our opinions have seldom been sought. But much publicity has been given and criticism made about the things we have attempted to do in the field that organized labor covers. Much of it has been bad publicity and some of it good, but we can say with feeling, that if those critics who think bad of us had met and talked and understood our thoughts, perhaps they would have been less severe in condemning those things we have strived to do. It is without reserve, therefore, that I say we are glad to be here today to give our opinions, our thoughts, and consultation on matters of education in the junior colleges and how labor views it.

There once was a man, the greatest man who ever lived, and all of us at some time or other have studied His life. When we look at His lifework in clear, cold logic, without emotion, we find He did three things: First, he learned to labor; second, to teach; third, to heal. He was first a carpenter, then a teacher, and last He healed and cured the ills that existed in a world of turmoil. He combined all three and today stands forth as the greatest example of perfect living the world has ever known.

It is fitting and proper then, I say, that labor, teaching and healing go hand in hand at this job of educating and helping a sick world.

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Let me say at the very beginning, organized labor fully believes in junior colleges and in the courses and programs that they teach. There are some things that are not taught, however, which we think should be, and in the course of my talk, I will cover them.

No one, perhaps, sees more than organized labor, the appalling lack of education among those who labor in the great mass production industries, factories, and businesses of our country. Labor, when it attempts to organize, must find itself leaders-leaders who can read and write; leaders who when meeting employers can understand collective bargaining, national laws, grievance procedure, etc. Labor must get these men from its own ranks, and labor knows further that if it expects to survive as an institution in this country, these men and the rank and file must and should have more educa-

It is well known that the grammar schools are too busy giving elementary education to children to touch much on the importance of knowing the economics of earning a living. In high school, an advanced curriculum is supposed to develop the mind so that young people will know how to think when they seek work in the outside world. They have been taught mathematics, reading and English, science and geography, civics and art, but not one word about the world they are about to enter, not one word concerning working conditions, hours or wages, unions or strikes, wage agreements,

collective bargaining, labor acts or labor boards, closed shops and open shops, overproduction and underproduction, bonus systems and incentive systems, shop politics and favoritism. Neither have they been shown that when they leave school they will have the monotony of papers and figures or the roar of machinery to contend with the rest of their lives; that they will have depressions to overcome, as well as years of prosperity; that when they marry they will have many responsibilities to meet. Yet here they are, on the threshold of a working life.

To those who go on with their education; to those who want to become teachers, lawyers, doctors; to those who want to be engineers, architects, supervisors, etc.; in other words, to those who continue school for a better job later or to those who take a terminal vocation course, we say most definitely: You should be taught a course that will fit into the scheme of the life you will find outside the school walls. In fact, such a preparatory course should be begun in high school for those boys and girls who intend to leave school at the end of the term.

What happens when the fresh young graduates are suddenly jolted out of their complacency and find that they cannot get work or that they get a job beside some seasoned veteran who has seen prosperous years as well as depression and they begin to learn the hard way that life is not a bed of roses? What happens when they find that the man alongside of them has worked 20 years without a vacation; that when he is sick, he has still to pay rent and feed his family and yet his pay is stopped? What is the graduate's reaction when he is asked to join a union? Will he wonder why he was not taught these things in school? How will he know what to

do if later on a younger man comes into the factory or office, works for a year, and then is given a supervisor's job or a more highly paid job for which he himself has been working and preparing for five years? What will he do when he is told that he failed to get the job because the other youth had a better education and so was better prepared to handle it, even though he knows he himself is better prepared and that this is merely a case of favoritism or relationship? He either quits or, if there is a labor union, presents his case there. The union usually finds his contention right, that it was favoritism, or relationship, or shop politics. Again, hours of work, wage rates, different jobs, etc., are all bones of contention that will come up and these questions have to be answered.

Labor does not say that education causes these troubles, although the workers generally vell most vociferously against the college students who take their jobs and promotional opportunities away. What labor does say is that it should be made plain to future workers while in school what their chances are if they continue school and what standard they can expect to achieve, according to the schooling they have had. We understand that when young people are ready to leave school and go to work there are advisers who give them statistics on the availability of jobs they are interested in, etc., and that according to the scholastic record of the graduate, these advisers can tell him what he is adapted best to do if he is not sure of what he would like to be. This is good and in the right direction, but labor says it should be carried a step further and that a course should be developed that would teach young graduates enough about conditions in the work-a-day world, so

that they will understand the conditions they will live in.

But let us discuss some questions that have been raised and made by labor itself. Questions from the vocational angle and questions from the general educational angle that cover the apprentice problem, the college graduate and the man who quit school early and went to work, and the cheap labor issue are just a few.

Apprentices in days gone by have been taught always by the employers themselves and at their expense. Now with the vocational school, labor, especially skilled labor, begins to worry about the dangers of cheap labor, the flooding of the labor market with semitrained boys, and union contracts that provide for just so many apprentices for each number of craftsmen. Along comes the national emergency for skilled labor and more craftsmen and what is to be done? Labor has no wish to hinder national defense but to aid it. At the same time, however, labor does not want to sacrifice any of its prerogatives. There must be a solution to this problem and there is.

We suggest that government, business, labor and education form a council of representatives, nationally and locally who will sit down and iron out these vexing problems. We suggest that this same council work out a course of study that will prepare those who graduate to meet such problems as have been raised in this brief talk.

Organized labor would recommend that all boys and girls who graduate from high school and cannot find work by the time the next school term commences should be compelled to continue school from the point they left off, that they be given a terminal vocational course in whatever vocation they wish, and that in the meantime a commission composed of the aforementioned council assume the additional duty of soliciting state, Federal and private employment agencies, as well as industry and labor itself, for positions for them. This should not prevent in any way, however, also having the graduates' families look for work for them.

As to what sort of curriculum should be taught in a junior college, labor would say that this must be governed primarily by the demand of the students themselves and secondly by the environment of the college. If the college were located in a steel town, then the curriculum should offer steel crafts and research; if in leather, packing, auto or aviation localities, similar demands would have to be considered. We would suggest that where a graduate desired a subject that was taught in some junior college other than where he lived, ways and means be worked out for an exchange of students and for families to board students on the exchange plan.

On the current issue of national defense, labor has its job to do and will do it well; educational institutions also have their part to play, and we know they too will do it well. It should be noted how government is turning to all the established organizations and institutions in this emergency, appointing their representatives to boards, councils and national commissions. Labor is now well represented, but can be more so. Educators are already doing fine work and are represented; we can merely add that the vocational machinery in schools be put to the best use for our country, that the physical culture staffs be encouraged to increase their classes, that the R. O. T. C. and other training be made, perhaps, compulsory during this emergency and that efficiency be made greater than it ever

was in our educational institutions. But as has been pointed out already, labor requests that it be on all the councils so that it can advise and safeguard against any major mistakes that might be made which would do great harm to labor and the masses who work in civilian life.

The last and main point I wish to make here today is, who is to answer the young men and young women who are asked the question "Do you belong to a union"? Who is to answer them on paying union dues; what are collective bargaining, wage contracts, grievance procedure, shop politics among supervisors, bonus systems and incentives, speed-ups and overproduction and underproduction? Who will teach them about safety and health in industry, occupational diseases, and dangers that lie in all lines of work? Who will teach them about peak periods and depressions, the National Labor Relations Act, the Labor Board, the Wage Hour Act, the Fair Standards Labor Act, the Social Security Act, Unemployment Compensation, and so forth?

Who will tell them of the great permanent institution of 10,000,000 organized workers which is growing larger every day and which is an institution that is now recognized from the highest seat of government to the lowliest home in the land, an institution that touches on all things relative to man's effort to maintain himself and his family. Must this organization be whispered about behind back fences or in allevs as something unholy, or is it to be recognized in the American way, and brought out into the fresh air and sunshine? Organized labor would give the task of answering these questions to the junior college and the high school.

Yes, in conclusion, might I say again and again that government, business and labor must have their representatives on educational faculties and courses must be taught to meet the questions and problems I have raised. In this way, many of the troubles that are so prevalent today will "fold their tents like the Arab and quietly steal away."

The Junior College and Terminal Education

ROBERT MAYNARD HUTCHINS*

As you know I have no expert, firsthand knowledge of the junior colleges of the United States. I cannot justify my presumption in making suggestions to this group by claiming that I have. I hope, however, that you will grant me your indulgence in view of the paternal relationship that exists between the University of Chicago and the junior college movement. The University of Chicago takes the credit for initiating the movement. It has always believed in it and has endeavored to foster it in every The university's own way it could. freshman and sophomore years always have been organized into a junior college unit. It has collaborated with junior colleges from coast to coast and even with the faculties of the three public junior colleges in the city of Chicago.

I come, then, from an environment committed by tradition and sentiment to the junior college. It is an environment, too, in which self-interest dictates continued sympathy with the movement. Thirty per cent of our entering students in any year come from junior colleges. As your institutions increase and multiply, the proportion of entering students at the University of Chicago who have attended junior colleges is bound to grow. I will go even so far as to assert that as the junior college comes to maturity, the number of students in the freshman and sophomore years at the University of Chicago whose homes are at a distance will decline. The freshman and sophomore at the University of Chicago will take on a more and more local character. It is even possible that as the three public junior colleges in the city of Chicago increase in size, excellence, and reputation, the freshman and sophomore years at the University of Chicago will disappear altogether.

They will disappear, that is, if the need for an independent center of experimentation and demonstration in the junior college field disappears. principal reason for the maintenance of the freshman and sophomore years at the University of Chicago is the necessity of such a center in the area of general education. It is for this that the College of the University of Chicago is maintained. It was for this that several years ago the university initiated its Four-Year College, beginning with the beginning of the junior year in high school and ending with the end of the sophomore year. The primary purpose of the College and the Four-Year College at the University of Chicago is to work out ideas, to try out programs, and to furnish, either as a model or as a horrible example, suggestions to the junior colleges of the country. The test of the success of these units of the university, therefore, is not merely whether they do a good job with their own students, but whether in addition they supply any useful plans, practices, or experience to the junior college movement.

I have been asked to speak on the junior college and terminal education. The junior college is supposed to be a two-year unit roughly paralleling the work of the ordinary freshman and sophomore years. Terminal education is usually supposed to mean semipro-

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fessional, quasi-vocational studies.

I object to both these definitions. I believe that the junior college must become a four-year unit. I believe that the best terminal education is general education.

Those who began the junior college movement had a clear idea of the place of the institution in the educational scheme. It was to be a part of the secondary school system. It was to be the American gymnasium. But it was not to be a two-year unit any more than the gymnasium, or the lycée, or the English public school were two-year units. President Harper arranged to have the Morgan Park Academy, then part of the university, do the full work of the freshman and sophomore years. But he did not think of those years as separate from the work of the academy. He thought of them as absorbed into the academy, as part of the secondary school system. President Folwell's junior college at the University of Minnesota was definitely a part of the secondary school system. In Mr. Folwell's own words, he "threw the usual work of freshmen and sophomores out of the proper university courses, and merged it into the old preparatory department. . . ."

Nobody connected with the junior college in its early days seems to have thought of the institution as an independent two-year unit superimposed upon the high school. When the founders said that it was to be a part of the secondary school system, they meant an integral part. And they were right. The present organization makes the junior college a foreign body in the educational system. It cannot realize its own possibilities. It confuses and handicaps the rest of the system.

Two-year educational units do not exist anywhere else in the world. I am

inclined to think that we cannot congratulate ourselves on our originality. One of the numerous curses of education is the duplication that occurs in passing from one unit to another. The more numerous the units the more frequent is the opportunity for such duplication, and we have the habit of making the most of each opportunity. Moreover, the difficulty of framing an intelligible course of study when half your students leave you every year is very great. We do not need more superficial education in the United States. We have plenty of it already. The multiplicity of two-year units must promote superficiality; for you must make up for all the defects of what has gone before and prepare for what is to come and at the same time teach whatever you think you should be teaching for its own sake, all in two years.

The traditional attitude of the standardizing agencies, which lately has shown important signs of change, has done much to prevent the junior college from becoming an integral part of the secondary school system. Although 85 per cent of the public junior colleges are in high school buildings, they often have separate administrations because of the regulations of the educational associations. These high schools and junior colleges suffer from mutual insulation. The overlapping of collegiate and high school work is likely to be as flagrant in them as it is in the universities and the colleges of liberal arts. The advantages that unification could bring cannot be attained unless there is real unification.

The junior college, then, suffers from limitations inherent in a two-year organization. This type of organization of the junior college has added to the confusion of universities and colleges of liberal arts. It has destroyed such unity

as these institutions had in their fouryear programs leading to the bachelor's degree. At Chicago, for example, something more than 63 per cent of the students receiving that degree in any year began their college work elsewhere. In other words, the junior college is tending to make a two-year unit out of the junior and senior years. A two-year unit in the junior and senior years is no better than a two-year unit in the freshman and sophomore years. The conventional four-year college of liberal arts as it makes its appearance in the usual university is an irrational form of organization. But I cannot feel that it is very much worse than the two two-vear units into which the rise of the junior college is changing it.

A six-year elementary school, a threeor four-year high school, and a threeor four-year college could and in some places do constitute an intelligible primary and secondary school system. Some 20 programs of this sort are now operating, and, where the connection between the high school and the college is close enough, they are operating successfully. Difficulties arise in the case of private institutions which do not have large high schools under their control. They are not able always to secure enough students in the first years of the four-year college to make a coherent program for the whole period. has handicapped Stephens College, Berea College, and the University of Chi-Those experiments which have been conducted in public institutions have encountered no such obstacles. hope that as this type of college becomes better known this obstacle will be removed. Local parents, at least, sooner or later should get used to the idea of sending their children two years earlier to the University of Chicago. If they should prove recalcitrant, the University

of Chicago should seriously consider the abolition of its entire junior college program. It is doubtful whether it is in the public interest for the university to operate a two-year junior college indefinitely. You will understand that in making this remark, as in everything else I have to say, I am speaking only for myself and am not undertaking to represent the attitude of the faculty or trustees of the university.

The reorganization of education that I am suggesting would give the junior colleges scope to develop an educational program. It would also give the present colleges of liberal arts and the universities a chance to try to work out something intelligible. This I think they could do by organizing three-year programs of study beginning with the junior year. The mass of the population should end its formal education with the junior college. Only those interested in and qualified for advanced work should be permitted to proceed beyond the end of the sophomore year. We then should begin true university work at the same point at which it used to be begun in Europe, when there were universities there, and continue it, for those students who do not plan to become scholars, for the same period. We should be able to bring the methods and atmosphere of graduate work down to the beginning of the junior year.

Many departments at Chicago now plan their programs for three years' study to the master's degree, indicating to the student that he can drop off at the end of two years with the bachelor's if he wants to. The departments have had difficulty in doing a satisfactory job in two years; they think they can approximate one in three.

All this would be much simplified if we were prepared to face the degree problem resolutely. We like to say that degrees are not important. If they are not, one reason may be that none of the degrees we offer means anything much today. The B. A. means four years in college. The M. A. means one year more. If the subject announced for this discussion did not prevent me, and if you didn't know it already, I would tell you what the Ph.D. amounts to.

Even if degrees are not important to us who have so many that we are disillusioned about them, we know that they are important to our students. The American student is the most degree conscious in the world, except the Chinese. We cannot make degrees less important simply by saying that they do not signify. They do signify. since they do, we might try using them to clarify the educational situation instead of permitting them to add to its confusion. The bachelor's degree, like the baccalaureat in France, could be awarded at the end of the junior college and could indicate the completion of a general education. The master's degree could be awarded after three years of advanced study and could indicate the completion of a university education, not such an education as required scholarly ability or capacity in research, but an education calling for independent intellectual effort in a broad field of knowledge. Such an education, incidentally, ought to qualify the graduate for a teaching position in which research was not needed or demanded.

There is nothing new about this suggestion. Almost 40 years ago Mr. Butler of Columbia stated the case for it in a way that cannot be improved upon. The whole trend of education since has confirmed his view. The rise of the junior college makes action in these terms more and more urgent. The necessity for the reorganization of the educational system is becoming more and

more pressing. A re-allocation of degrees would help along the reorganization.

This reorganization cannot be as successful as it should be unless students who should cease their formal education at the end of the junior college can be induced to do so. Experience suggests that they cannot be induced to do so unless some recognizable and popular insignia can be conferred upon them at the end of the present sophomore year. The bachelor's degree meets these requirements: it is both recognizable and popular. And, since it serves no useful purpose at present, it well may be devoted to the very useful purpose of assisting out of education those who should no longer remain in it.

The present program of national defense brings into still sharper focus the need for the reorganization I have been suggesting. The minimum draft age-21—seems to me just precisely wrong. It conforms to no recognizable physiological, social, or educational theory. I shall leave to others the discussion of the physiological and sociological aspects of the matter. From the educational point of view it would seem to be clear that the time for military service is the time at which the student has completed an educational program. The logical program for him to complete is that of the junior college. Having acquired a general education, he should receive the bachelor's degree. He then should have his year of military training. At the conclusion of that year, if he is interested in and qualified for independent intellectual work, he should enter the university. If he is not, he should engage in any of the other pursuits of civilian life.

The point at which men now are drafted is not one at which they can feel they have completed anything. They

are either in the last year of college or have just graduated from it. But, as I have shown, the last years of college are at present nothing in particular. They do not represent a coherent program of advanced work. They represent still less a coherent program of general education. Men should be drafted at the point at which there is a real break in their education or a real division between education and entrance into active life. That point is the end of the iunior college. This division can be formalized and dramatized by the award of the bachelor's degree at that point. If we can bring ourselves to enact these simple changes, we shall be on the road to an intelligible organization of education and a rational adjustment education to universal military service.

By such a reorganization as this, junior college education would become terminal at last. But the next and far more important question is, what is the nature of this education to be? This education should fit any boy or girl for intelligent action as an American citizen. If the faculty of a junior college, in addition to providing this education, also can supply the student with the techniques by which he may earn a living either as a finger-waver or an airplane mechanic, I shall of course have little objection. But I insist that the primary function of the junior college is education for citizenship. This is the aim of general education.

Now I do not hold that general education should be limited to the classics of Greece and Rome. I do not believe that it is possible or desirable to insist that all students who should have a general education must study Greek and Latin. I do hold that tradition is important in education; that the primary purpose of education, indeed, is to help

the student understand the tradition in which he lives. I do not see how he can reach this understanding unless he understands the great works in which this tradition is set forth. I do not see how he can come to understand it by learning the routines of either fingerwaving or flying. If he is going to understand it, I am afraid he is going to have to read and read important books. But if anybody can suggest a better method of accomplishing the purpose, I shall gladly embrace him and it.

Nor do I hold that the spirit, the philosophy, the technology, or the theology of the Middle Ages is important in general education. I have no desire to return to this period any more than I wish to revert to antiquity. Some things written, said, and done in the Middle Ages seem to me of some consequence to mankind. Most Ph.D.'s have never heard of them. In order to understand the tradition in which they live all students should learn something about some of them. Moreover, medieval scholars did have one insight: they saw that in order to read you had to know how to do it. They developed the techniques of grammar, rhetoric, and logic as methods of reading, understanding, and talking about things intelligently. I think it cannot be denied that our students in the highest reaches of the university are woefully deficient in all these abilities today. I do not suggest that we should attempt to introduce the trivium and the quadrivium into the American junior college. I do say that we must try to do for our own students what the seven liberal arts did for the medieval youth. If the Middle Ages have any suggestions to make on this point, we should welcome them. We need all the help we can get.

I should like to remark in passing that in the Middle Ages people went to

universities at 13 or 14. They read books and experienced disciplines that are regarded as far too difficult for university professors today. Most of the great works of the western world were written for laymen. Many of them were written for very young laymen. Nothing reveals so clearly the indolence and inertia into which we have fallen as the steady decline in the number of these books read in our schools and colleges and the steady elimination of instruction in the disciplines through which they may be understood. And all this has gone on in the sacred name of liberalizing the curriculum.

The curriculum I favor is not too difficult even for very ordinary American students. It is too difficult for the professors, but not for the students. And the younger the students are the better they like the books, because they are not old enough to know that the books are too hard for them to read. Something like the course of study I should favor is now in force at St. John's College. There an unselected group of indifferently prepared students are studying these books with tremendous enthusiasm 35 hours a week. The entire freshman class at Columbia now is reading and discussing 25 of the great works in philosophy and literature. I understood that rushing week at Columbia was a failure because the students were too interested in the reading to be interested in fraternities, that the books are the chief subject of discussion at all informal student gatherings, and that the only complaint comes from teachers in other courses who feel that their work is suffering from the excitement the books in the humanities course For 11 years I have taught these books to unselected pupils in our University High School and to freshmen, sophomores, juniors and seniors in College. Not one of them has suggested that the books were too hard or that they were not worth reading. I can testify from this experience, though not, of course, very scientifically, that students who can read anything thrive on these books and that the younger they

are the more they thrive.

Those who think that this is a barren. arid program, remote from real life and devoid of contemporary interest either have never read the books or do not know how to teach. Or perhaps they merely have forgotten their youth. These books contain what the race regards as the permanent, abiding contributions its intellect and imagination have made. They deal with fundamental questions. It is a mistake to suppose that young people are interested only in football, the dramatic association, and the student newspaper. I think it could be proved that these activities have grown to their present overwhelming importance in proportion as the curriculum has been denatured. Students resort to the extra-curriculum because the curriculum is stupid.

Young people are interested in fundamental questions. They are interested in great minds and great works of art. They are, of course, interested in the bearing of these works on the problems of the world today. It is, therefore, impossible to keep out of the discussion, even if the teacher were so fossilized as to want to, the consideration of current events. The night before last I taught a course in Thucydides. I could hardly get Thucydides discussed because the class insisted on arguing about whether the Athenians or the Spartans were more like the Nazis and wanted to debate not the Peloponnesian War, but the rights and wrongs of the present con-

In the light of the intellectual tradition in which we live, current events take on meaning. The points of difference and points of similarity between previous ages and our own can be presented. Think what a mine of references to what now is going on in the world is Plato's Republic or Mill's Essay on Liberty. We may apply to works like these the words of Cardinal Newman about Aristotle: "Do not suppose that in thus appealing to the ancients, I am throwing back the world 2,000 years and fettering philosophy with the reasoning of paganism. While the world lasts, will Aristotle's doctrine on these matters last, for he is the oracle of nature and truth. While we are men. we cannot help, to a great extent, being Aristotelians, for the great master does but analyze the thoughts, feelings, views, and opinions of humankind. He has told us the meanings of our own words and ideas, before we were born. In many subject matters, to think correctly, is to think like Aristotle; we are his disciples whether we will or no, though we may not know it." Do not suppose that in thus including great writers in my course of study I am excluding current events. I do not need to make a case for current events. I do apparently need to remind you that the great books of the western world lie at the foundation of the tradition in which we live.

Do not suppose, either, that the terminal program of general education which I favor ignores natural science. Here again I am not concerned with the method; I am concerned with the end. The student should understand the leading ideas in the natural sciences. Do you think he does today? On the contrary, what he gets today is either a superficial shower from a survey course or

professional instruction from the first day of the freshman year, based apparently on the notion that every member of the class is going to be a chemical engineer. General education is not professional education. The curriculum must be designed to prepare the student for intelligent citizenship. The type of scientific instruction that I received in college has no place in the kind of college I am proposing. As for survey courses of the usual variety, they have no place there either. They degenerate too easily into a rapid tour of all the facts known in physics, chemistry, and biology. The basis of the scientific program should be understanding, and this involves understanding the great landmarks of scientific work, the books and the experiments.

Another problem that has disturbed those who have discussed this issue is what books I am going to select to cram down the throats of the young. The answer is that if any reasonably intelligent person will try conscientiously to list the most important books that ever have been written, I will accept his list. I feel safe in doing this because (a) the books all would be worth reading, and (b) his list would be almost the same as mine. There is, in fact, a startling unanimity about what the good books The real question is what place they have in education. The suggestion that nobody knows what books to select is put forward as an alibi by those who never have read any that would be on anybody's list.

Only one criticism of this program has been made which has seemed to me on the level. It is a criticism of great importance and one that applies with peculiar force to the formulation of a program of terminal education in the junior college. That criticism is that

students who cannot learn through books will not be able to learn through a course of study based on books. This, of course, is true. It is what might be called a self-evident proposition. It should not hinder us, however, from employing this curriculum for students who can be taught to read. The undisputed fact that some students cannot read any books should not prevent us from giving those who can read some the chance to read the best there are. In the meantime we should continue our efforts to discover how to teach those who cannot read how to do it. We should attempt to discover, too, whether there is any effective method, other than reading, of communicating to the young those ideas that form the basis of the tradition in which we live. I say for the third time that I am concerned with ends and not with methods. If we can agree on the ends of terminal education we can proceed with clarity, vigor, and unity to develop the means. My guess is that if we can agree on ends, we shall find the question of means much easier than we have hitherto supposed.

Terminal education, then, is general education. General education is preparation for citizenship. Preparation for citizenship requires first of all understanding the civilization in which we live. Understanding the civilization in which we live involves in turn understanding the ideas that have animated and formed it. Such preparation for citizenship was never so necessary as now. In any military effort, whether it be a program of national defense or war itself, two things are of the first importance: first, morale, and second, aims. Both of them are more necessary than munitions, armies, navies, or the technical skill with which all these are employed. Both of them depend on the grasp which the population has of its own society and of the ideals and purposes of human life. In comparison with the achievement of such comprehension, vocational and semiprofessional education, valuable as they are, pale into insignificance. Such comprehension is the aim of true terminal educa-Such terminal education is the best national defense.

Preparation of Teachers for Terminal Curricula

ERNEST V. HOLLIS*

Students in terminal curricula need an immediate working command of life's fundamentals. They want to How shall we care for our bodies, rear our children, work and play together, and for what end shall we live? They have neither the time nor the inclination for the scholars' "comprehensive thoroughness." To direct effectively such basic learning, the teacher's own preparation must be close to the growing edge of life. scholarship or erudition is not enough; knowing only tricks of the trade and manipulative skills is as inadequate. His learning should flow immediately from the personal, civic, and occupational wellsprings of American life and must include enough understanding of adolescent nature to give youth a vital contact with these life-giving forces.

There are many obstacles in the path of appointing officers who seek these culturally seminal teachers for the junior college. Not the least of these is the untoward influence of academic tradi-Too often accrediting curricula and faculty to assure academic respectability has resulted in fitting them to a Procrustean bed that weakened functional utility. Getting the form and missing the spirit of the good teacher is too high a price to pay for academic respectability. Aping the older colleges in credits, certificates, fraternities, sororities, and other paraphernalia easily can divert terminal education from the stark realities of its objectives.

The very fact that a junior college is not a unitary institution complicates the difficulty of preparing teachers for it. Caney Junior College and Stephens have so little in common that their faculty personnel problems are not comparable. The junior college teacher who guides learning in English for transfer students has a different job from that which engages her attention in directing terminal students. Yet I know of no graduate school that takes cognizance of these sociological and educational problems in preparing teachers. Within terminal curricula there are so many specializations of teaching that it is difficult to prepare teachers for technical and general education and yet keep them aware of their common task of helping youngsters prepare for a life that demands an interaction of disciplines. Obviously the varied qualifications demanded of teachers in a far-flung program of terminal and transfer education calls for greater latitude in preparation and certification than has prevailed in other types of institutions of higher education. Teacher preparing agencies will have to get a substitute for their Procrustes bed if the junior college is to have adequately prepared teachers.

What are the qualifications of present instructors in terminal curricula? Returns from a recent survey show 13 per cent of the teachers in terminal courses have no degree; 29 per cent have only the bachelor's degree, and 52 per cent have attained the academic status represented by the master's degree. Only 6 per cent of these instructors hold a doctor's degree of any kind, and one-fourth of these are doctors of public health.

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The teaching experience of the group ranges from one to 50 years, with the average at nine years. Two-thirds of the instructors in occupational courses have had nonteaching experience related to their work that ranges from one to 30 years and averages five years. Fifty-five per cent of the teachers in occupational courses give full time to teaching and an additional 25 per cent give at least half time. Evidence was submitted to show these teachers grew in service by such means as refresher courses, work conferences, attendance on professional meetings, and reading of professional books and periodicals.

Everything considered, this is a commendable showing for the teachers of terminal curricula. But as is true of all generalized data, it tends to conceal as much as it reveals. It conceals the fact that frequently the overexperienced are the undertrained and that the academically better prepared teachers tend to lack adequate occupational and teaching experience. And such quantitative data cannot show the lack of correlation between amount of preparation and the quality of teaching.

In a 1940 Ph.D. thesis at Yale, L. A. Garrison quotes college appointing officers on the inadequacies of teachers in The first qualitative junior colleges. appraisal declares, "Teachers do not look upon education as functional; they exaggerate the piece at the expense of the whole." Another administrator says, "I can get teachers who have had adequate training in the subject to be taught but they lack broad knowledge in related fields and an understanding of late adolescent students." "Many of our teachers fail to see the connection between their subject-matter field and life situations. They seem unaware of the value of community contacts," another executive reports. Other evaluations declare: "It is difficult to find teachers with both the academic background and the vocational training needed for occupational courses"; "Teachers lack ability to counsel students"; "still teach as if a junior college were a graduate school"; "Our school is small; we want teachers with interdepartmental majors and minors."

Teacher preparing institutions should underscore the concluding statement in the paragraph above. Over 40 per cent of the 610 junior colleges of the country have a total enrollment that does not exceed 150 students each. Many teachers work in two or more fields; approximately 37 per cent of the teachers studied by Garrison were able to teach in their undergraduate and graduate majors. A realistic teacher education institution must know whether the above is descriptive of its clientele or whether it prepares teachers for junior colleges that enroll students in multiples of 500 and therefore can choose more specialized teachers.

In the matter of suitable teachers the junior colleges seem to be in the position of sailors with "water, water, everywhere, nor any drop to drink." Every junior college president knows there is a plethora of master's degree people teaching in high schools who want positions in his institution. Expansions of vocational curricula due to the present emergency have caused numerous plumbers, draftsmen, and sheet metal workers to dream of becoming junior college professors. In the absence of a ready market for their specialized erudition in the universities, Ed.D. and Ph.D. degree holders are beginning to seek junior college jobs. And among the lot a perplexed appointing officer cannot find persons prepared for his needs.

A friend of long standing who is president of a southern junior college told me recently what happened in his faculty when he yielded to the temptation to add to the institution's prestige by employing a Ph.D. in English from a leading eastern university. The young man had specialized in linguistics, doing his dissertation on "The Origin of Surnames in the Lower Danube Valley." He was a master in this field, but he was unaware of and uninterested in the linguistic life problems of terminal students in the state of his nativity. He was unhappy and his colleagues and students were rapidly losing respect for the Ph.D. in general and for it in his university in particular.

By an odd coincidence an official of this young man's university who had explored, without getting too much encouragement, the possibilities of widespread placement of its Ph.D.'s in junior colleges wrote in and asked why junior colleges were indifferent to his wares. The case I have just cited is the answer. Junior college appointing officers cannot be encouraged to employ advanced degree holders at the expense of losing breadth of view and depth of concerning subject knowledge of individual students, and an awareness of their social needs.

The junior college is a chief market for persons prepared for college teaching. Yet no graduate school in the country is shaping a teacher preparing program to meet the demands of this expanding market. Perhaps some astutely managed university soon will pioneer in providing teachers for junior colleges. It will require some innovator as bold as was William Rainey Harper of the University of Chicago in formulating and labeling the junior college idea.

Graduate work for junior college teachers should depart from the stereotype now prevalent in graduate schools. It should be more broadly based, closely integrated, and functionally related to the occupational needs of junior college teachers. These needs are not primarily vocational and technical. Industrial and commercial employers regularly admonish both junior and senior colleges to stress the fundamentals of citizenship and consumer education and to leave to them more of the smaller task of producing manipulative skills. It is their considered judgment that a young person with sound general technical or liberal education can be taught specific skills and tricks of a trade in from six Junior college weeks to six months. teachers of such specialized terminal courses as airplane layout, riveting, patternmaking, radio, and meteorology need to be able to understand the American social order and to know how to build and maintain morale and citizenship. This is not alone the job of teachers of English, government, and other social studies.

Until some far-seeing graduate school begins to prepare teachers specifically for the junior college market, the institutions will have to have vigorous inservice growth programs to recondition auto mechanics, high school teachers, and university Ph.D.'s to adjust them to the demands of the job. In carrying on this arduous labor during this decade I hope you will join me in a plan that will be submitted to your business session for letting graduate schools know the nature and scope of the reeducation you have to do.1 I believe graduate schools will modify their teacher education programs in terms of your findings.

¹ A special committee of the Association was appointed to cooperate with Dr. Hollis and the Commission on Teacher Education of the American Council on Education.

Why I Am Enrolled in a Terminal Curriculum

A SYMPOSIUM BY STUDENTS OF ILLINOIS JUNIOR COLLEGES

GENERAL BUSINESS*

When I graduated from high school, there was no possible way in which I could enter college immediately. Work was a necessity for me and money was at a premium. But I was determined to secure a college training which would prepare me for my life career. determination was transformed into a reality when the city of Chicago established its evening junior colleges. You may believe that I lost no time taking advantage of this opportunity. It gave me a chance to obtain the education I needed at a minimum expenditure. It was an educational opportunity that would have been a crime to miss and this was one time I wanted to be lawabiding.

First of all I wish to suggest my reason for pursuing a general business course with accounting as my special Throughout my four years of high school, I found that figures seemed to interest me most. Some people are not content unless the finished product of their labors is a concrete object, while some, on the other hand, can secure great satisfaction in the solution of a mathematical problem or in the balancing of a set of books. I happen to belong to the latter group. The problem of selling an idea or solving a business transaction fascinates me much more than the building of a bridge. The field of business interests me because it is a live everyday affair. It affords personal contacts with many people, thus

enabling one to obtain different points of view on all subjects, such as national politics, international affairs, religion, business methods, finances and many, many more. It is a field that provides new and rich experiences to the persons who are engaged in it.

Secondly I wish to make clear why I am attending an evening junior college. After leaving high school I found that I did not possess sufficient knowledge to enter the world of business. I had to gain that knowledge someway. Although I have hopes of obtaining a college degree someday, my main object at present is to gain the training that will enable me to earn a living. If I had enrolled in a senior college I would have had to take many courses which are no doubt valuable but which do not have any direct bearing on my work. Therefore I registered in a junior college in order to secure the professional training that I needed.

When I left high school I found I lacked the self-confidence even to apply for a job. In junior college not only am I gaining the knowledge I must have, but also I am receiving something just as important which is confidence in My instructors not only give myself. me technical consultation that is so necessary nowadays, but by their interest in the students, they instill a self-confidence in me which is equally important. An example of this is the statement made by my accounting instructor at the conclusion of last semester. "Everyone receiving a 'B' or better after one year of accounting not only is qualified but also is able absolutely to ob-

^{*} By Irving Dubin, Carl Schurz Evening Junior College, Chicago, Illinois.

tain and hold down a bookkeeping job even in the largest of concerns."

Thirdly, junior college will enable me to adjust myself to the differences in study practiced in higher schools of learning as compared to that of high school.

In concluding I would like to say that when I reach my goal in life, and I will, I shall owe it in a great measure to my training received at junior college. I am happy to report that Chicago has a junior college system of which we can be proud—a system which makes it possible for me and thousands of others like me to get a chance at a successful life.

GENERAL CULTURAL*

My studies at Morgan Park Junior College came unexpectedly to me. I thought it was impossible for me to go on to college after graduating from high school but through a scholarship from the Morgan Park Woman's Club, I was offered two years' further education which was the one thing I wanted above all.

I had taken a secretarial course in high school but in using this knowldge in summer and part-time jobs, I learned that employers were looking for workers with a knowledge of something more than mere ability to operate a type-writer and transcribe letters. I learned that they wanted people who have a good background of general and business principles. In fact, it seemed to me one never could have too much general knowledge. Then too, I have always had a desire to do personnel work some day, and the scholarship offered the opportunity I had been hoping for

to acquire some of the general academic work so necessary.

Therefore, when I entered Morgan Park Junior College, I enrolled in a terminal curriculum. Although this has been mostly a study of cultural arts, I have included a few subjects of the commercial curriculum as economics, accounting, and business letters, all of which will be of great value to me whether I ever attain the goal of personnel work or not. I also audited a dictation and transcription class, not for credit but merely to keep in practice for any part-time work I might secure.

The most important phase of this curriculum, however, has been the general liberal arts classes. Through these classes, I have acquired a much more extensive background in composition, in English literature, Shakespearean works, and in the wide field of history.

Many of my former firm ideas were changed or strengthened in an evolution and genetics course. And a class for bug-cutters, comparative anatomy, certainly strengthened my constitution and proved most interesting. Although some of these courses may never have any direct bearing on a job, they have given me a reservoir of facts, and food for thought and reasoning that no one ever will be able to take from me. This semester, I am taking also a course in psychology which, of course, will help me in understanding myself and others, be it in business or everyday living.

In order to help those students who are interested in cultural subjects and art, and to create an appreciation of fine things, there has been organized on the Morgan Park Junior College campus an Arts Appreciation Club. This club, under the sponsorship of a very capable faculty member, has done much toward stimulating an interest in culture.

All in all, there isn't one course I re-

^{*} By Ardell Arthur, Morgan Park Junior College, Chicago, Illinois.

gret having taken. The contacts I have made with our faculty and the acquaint-ances I have made through the small, compact, friendly atmosphere of the college have supplied me with friends that I know will be dear to me all my life. I am only one of the 236,000 young people enrolled in 610 junior colleges, who are thankful for the opportunity junior colleges are giving them.

Now that I am a sophomore at Morgan Park and two junior college years older, I feel satisfied with my choice of curriculum, for if in some way or another I am able to acquire two more years of college, I will be able to develop further one phase of this field of culture and learning. But, even if I do not continue with my education, I feel that my junior college experience has assured me a sufficiently developed educational and social background, or in one word, "confidence."

GENERAL CULTURAL*

Why am I taking a terminal course? Because I am not satisfied with myself. That is the answer which automatically came to my mind when the question was asked, and, in general, that is the answer I received when I asked a number of my fellow-students the same question. When we analyze that generality, "I am not satisfied with myself," we find it includes every possible reason for desiring self-improvement.

Why are we dissatisfied with ourselves? The answers are various. For instance, the girl who sits at my right in English composition class is studying the correct use of our language because the man for whom she is private secretary is not sure of his knowledge of proper grammatical construction and depends upon her for cor-

rection or verification. She must be sure of her answers. It is part of her job. Just a few evenings ago, she brought to class a letter which had been dictated by her employer and about which she was uncertain. When the problem had been solved her eyes shone with pride, because now she was being a real secretary; she was doing her work efficiently. The boy who sits at my left in the same class is preparing to study law, a profession which requires a firm foundation in many cultural subjects. He doesn't want to be a shipping clerk all his life, he says. At the end of last semester he showed me the little book in which he has listed the necessary prelegal courses and let me share in his pleasure at being able to check off another item on his list. He is a step nearer his goal. woman who sits in front of me in our class in public speech doesn't want her children to outgrow her intellectually, and apparently she is succeeding, for she has been telling us about the study sessions which are being held in her home and in which everyone in the family joins. She is keeping up with her children, and she is training for our country citizens who will be worthy of the name. Then there is the oldest member of the class who says, "At last I have time to study, to learn about the things that others have been discussing for years. Now I can learn those things too; now I'll be able to enjoy those discussions and perhaps contribute a bit here and there myself. I'll belong!" And his wish has come true for he no longer sits inarticulate with searching eyes. He joins in our round table discussions; at last, he belongs.

Each of these persons is an individual with a particular aim, but I believe that many students like myself

^{*}By Hazel McDonald, Englewood Evening Junior College, Chicago, Illinois.

are a composite of these types. Personally, I hope to profit in a commercial way; I am building a firmer foundation for my work; I know that we who are older must be on our toes mentally to keep up with modern youth and modern times. As for intellectual companionship, that is something for which all of us yearn. Yes, it is probably true that each of us has some different reason for attending school. but there is one point upon which I am sure we all agree. I am certain that I am voicing the sentiment of every student attending Englewood Evening Junior College when I say that we are grateful for the opportunity to learn and for the cooperation and understanding help of our faculty and of our counselors.

ENGINEERING*

All of my colleagues have expressed well their reasons for enrolling in their chosen junior college curriculums. It is evident that none of our speakers is seeking an education without some very definite purpose and vocation in view. I, too, am such a student speaker. I have enrolled in the engineering terminal curriculum at Wright Junior College. At entrance (and through this day) I have very definite reasons for entering this particular course of study in this junior college.

In Chicago, which we all know is the center of many great industries, there is an ever-increasing demand for semiprofessionally trained men of engineering background. Many industries are seeking young men to do jobs in drafting, installation, or work of a supervisory or office nature, who must understand engineering techniques and processes. For these jobs the junior college graduate has proved himself adequately trained. More than this, his age combined with the extent of his training gives him a desired plasticity that encourages him to apply himself happily to a great variety of jobs. He masters chores of a menial nature until he has advanced into the position of a junior supervisor. He usually can do all that is required in the work of an office job or be so diversified in his training as to be an able inspector in the selection of materials for use in a process of manufacture.

Many of our Chicago industries are calling for young workers who know the principles of engineering and how to apply these principles to a job. They want someone whose training has been broad enough so as not to restrict him by self-imposed limitations resulting from an overspecialization in one restricted area.

At Wright Junior College I have found all that I expected and need for general engineering training. The instruction I have been given is the correct kind because it has been tested by those who have graduated. Our alumni have been placed in the kind of job I want. They are successful and outstanding as junior engineers wherever they are working.

I know that Wright Junior College is doing a good job of training me. The curriculum has offered and schooled me in the knowledge I want. My hope and aim are to show the members of our faculty that this training has been successful. They have taught me how to use the tools of my vocation. I shall apply this knowledge and succeed; first, because of my adequate junior college training and second, because of the great desire I have to work as an engineer.

^{*}By Donald Hautop, Wright Junior College, Chicago, Illinois.

LABORATORY TECHNICIAN*

Philip M. Bail, recently president of Chevy Chase Junior College, says that a terminal course must be one that serves a useful purpose. It should be functional and should include training in the following: the ability to think clearly; the ability to adjust to new situations; the development of aptitudes, skills, and abilities.

A terminal course for me had to be one that was practical and would enable me in a short time to earn a livelihood. I always had been interested in drugs and in sick people, but I could not afford to study medicine. After I had gone to college for a semester, I decided to take a test for vocational interest. This test showed that I had a definite aptitude for nursing or laboratory work. Nursing had some appeal for me but I wanted more to work with a microscope and make experiments on different things. I knew that a laboratory technician was indispensable to a hospital and that doctors depended on their help in diagnosing cases. I wanted to help do those things. I wanted a job with a future.

Since I was already in my twenties and had to earn my own living, it was absolutely necessary for me to decide what my life work would be. Putting all of these things together, I knew that the best thing for me was to be a laboratory technician.

My next problem was to find an institution that offered a course in laboratory technology and that was still within my reach financially. I wrote to several places but none of them seemed to fit all of my needs. Then I heard of Evanston Collegiate Institute. It offered just what I wanted.

Since registering for the course in laboratory technology, I have learned many things which will help me even if I never see the inside of a laboratory again. Many of the true values of life have become more real to me. I have learned how to do a complete blood count including a hemoglobin, a red and white count and a differential white count. I know that an increase in white cells signifies some kind of infection. I have learned to type and cross-type blood for transfusions and to correlate their importance to saving human lives.

Along with these very important things, I have learned also that a good technician must be accurate and dependable. She must be neat and clean. She has to have a pleasing voice and personality, and above all things, she must be honest and loyal.

In this present semester we are going to learn how to give a metabolism test, how to do a Kahn test, and how to operate the electrocardiograph.

Out of our class of 15 girls, two of us already have been placed in part-time jobs. The happiest day of my life was the first day I spent in the laboratory. Did I say I wanted a job with a future in it? Well, I have it and my future has already begun.

MEDICAL SECRETARY*

Like many other freshmen that come to junior colleges, I thought I knew exactly what I wanted for a life career. All through high school I wanted to be a secretary, and in accordance with this ambition, I had concentrated on shorthand, typing, and English. Upon graduation from high school, my intention had been to fur-

^{*}By Mary Osborne, Evanston Collegiate Institute, Evanston, Illinois.

^{*}By Elaine Banti, Herzl Junior College, Chicago, Illinois.

ther my secretarial training at a business college. However, since my finances at that time did not permit me to do so and since I was anxious to continue my education, my only alternative was to attend a junior college. Fortunately Herzl Junior College is within a short distance of my home, and this arrangement was a very convenient one.

After I had been at Herzl long enough to orient myself to my new surroundings, I realized that a junior college had much more to offer in the way of general knowledge than an ordinary commercial school. I found that in this institution I could acquire a background in art, literature, and science that would be invaluable in the The sciences, especially the biological sciences, began to interest me for the first time. Slowly the idea that education did not consist merely of the ability to take dictation and transcribe it began to penetrate my mind. All these thoughts had a very favorable effect on me and inspired me to try to coordinate my new interest in science with my original ambition to become a secretary.

When I asked Dr. Lederer, who is vocational counselor and biological science instructor at Herzl, to assist me with my problem, he offered a perfect solution, namely, to take the medical and dental secretarial course and become a medical secretary. I was pleased and enthusiastic over the idea and I took his advice. For here was a course that offered me the opportunity to do urinalysis, blood-counts, microscopic tests, and other techniques which are common in a physician's office.

The course also gives instruction in such office procedures as draping patients, recording case histories, answering phone calls, and making appointments, and offers an opportunity to play hostess and housekeeper for the doctor as well. Best of all, along with all these techniques go the clerical duties that I have always enjoyed, such as filing, preparing income tax returns, maintaining correspondence with professional people, and so on.

In other words, I really took the terminal course for medical and dental secretaries because it would train me immediately for the kind of work that I want to do.

MERCHANDISING*

In my last year in high school, I discovered that I enjoyed making contacts, discovering personalities and noticing the reactions of people. Although I had no personal interests in the survey courses at Woodrow Wilson Junior College, I found that these courses are the backbone of one's education. They tend to broaden one's interest beyond just the single subject in which one is specializing. Therefore, I desired to take the surveys for the opportunity of appreciating other peoples' interests, as well as to give me a general knowledge of man's accomplishments.

After enrolling in junior college, it became necessary for me to have a definite plan for my future and to develop my earning power. I never have liked secretarial work and the mere thought of sitting in the same office and doing the same prosaic tasks bothered me. A career in merchandising offered ever-changing surroundings and a variety of types of people with whom to cope.

The course requires a student to secure and hold a job. This is particularly good because it not only teaches one the techniques of successfully applying for a job, but also gives one an idea

^{*}By Anamary Kirchoff, Woodrow Wilson Junior College, Chicago, Illinois.

of what the employer expects of his employes. It is invaluable also in accumulating references for future use.

During the first year, the courses which orient the student to the business Included in world are emphasized. these are: introduction to business, salesmanship, business mathematics, and marketing. During the second year, store problems and specific information of retailing methods are presented. In the latter portion of the curriculum, I gained a respect for good products and learned how to make tests for quality in all types of merchandise. knowledge is helpful even if I never enter merchandising as a career because I will always have to buy and knowing quality, I can buy wisely.

This semester, I am finding the merchandising studies even more interesting, as I learn not only the techniques of selling, displaying, interior decorating, and fashion retailing, but also the study of store operations which forms an important foundation for an executive position. I am studying fabrics in connection with fashions as my specialty.

Studying merchandising at junior college, where I meet and learn to distinguish all types of people, has helped me greatly in just the little experience I have had in selling in one of Chicago's largest department stores.

Looking back over my college experience, I am glad that I have taken merchandising because I not only appreciate the work "behind the scenes" in a store, but I also feel that I have learned how to live with the world.

MUSIC*

There are a number of reasons, some rather personal and some decidedly academic, as to why I chose to attend North Park, a junior college, rather than a regular music conservatory or university.

Not being a musical genius but only an average student, I felt it wise to choose a college instead of a university in order to avoid this so-called "mass education" where one is often left alone to work out his or her problems with only the aid of the notes taken in class. I wanted to attend an institution where there would be a more intimate feeling between the instructor and student, where one could feel free to come to his professor and be sure he would be received gladly and given any aid needed.

In choosing a college where one plans to study for such a vocation as music, it is wise to select a college where one is likely to be used and gain some much needed experience. The decided disadvantage of losing one's identity in a large university and becoming a mere cog in a mechanized education presents itself. The average student, therefore, may well go to a smaller yet well-known and highly-rated music school where the students constitute the musical activities of the college and, therefore, slowly but most assuredly, gain a name for themselves.

I found that this much needed experience could be attained for me more easily in a junior college than in a musical college because of the many opportunities with glee clubs, festival chorus, and chapel choir. I felt that a junior college would be better also in this matter than a university as there are so many students in a university that there would be a possibility of my not meeting the requirements of these music groups. A smaller college, such as North Park, takes great pride in its chapel choir and choruses and uses whatever

^{*}By Shirley Galitz, North Park College, Chicago, Illinois.

talent it is likely to have in concerts, chapel services, and student assemblies.

I felt, too, that it would be wise, especially in this age of specialization, to attend a college where my education would not be so limited. I felt I needed the academic background, such as English, history, and psychology, which a junior college could offer.

One of my more personal reasons for attending a junior college was the matter of tuition. The tuition here is undoubtedly lower than at a conservatory and quite a bit less than at a university, with the exception of the state universities. This is one of the outstanding features of the junior college, as it provides excellent courses at a cost within the reach of most people and thus makes it possible to get a college education at a nominal cost under the direction of capable instructors.

The fact that the religious life of the students was emphasized was influential in my decision in favor of North Park. Religion is not stressed to the point of making two people of different faiths uncomfortable but instead it makes them realize what a wonderful thing it is for young people to share, somewhat, their religious life.

There is still one other reason why I chose a junior college—the social aspect of a college education. As far as I was concerned, a conservatory alone was out of the question for I felt the social gatherings of the young people in college certainly add a million and one things to any young person's life. Attending a conservatory would offer few of the social functions. On the other hand, I was afraid a large university might offer too many diversions and cause a decided decline in my academic work. Here again, North Park or a similar small college seemed to strike a happy medium.

The well-integrated curriculum at the junior college I chose has proven very beneficial in my case. It has provided me with a sound foundation upon which I will be able to build a career in music.

SECRETARIAL*

I always have wanted to realize two ambitions. One was to be a good secretary; the other was to get a broad education. I once thought that a desire to go to college and the willingness to study were the only requirements for a higher education. But it wasn't long before I discovered that something else was necessary. Without it, the desire to go to college and the willingness to study are nothing. I speak, of course, of the ability to pay for a college education.

In high school I prepared for higher education by taking a combined college preparatory and commercial course. But when I graduated in 1938, I knew that I would have to lay aside, at least temporarily, my ambition to attend college and try to work toward a realization of my ambition to become a good secretary. I did not let the one ambition overshadow the other—I merely thought it best to win one before trying to win the other.

Over a year ago I obtained the position I hold at the present time, secretary to an investment analyst in a Chicago bank. This position is everything that I could want and it offers me an excellent opportunity for advancement. My work demands not only a knowledge of the technique of shorthand and typing, but also a knowledge of cultural subjects. The men I work with are, in most cases, graduates of colleges and well-known universities. Natur-

^{*}By Betty Barbier, Austin Evening Junior College, Chicago, Illinois.

ally, daily contact with them makes it necessary for me to know at least a little about the many things that a well-educated person knows. The answer to some of these things I hope to find in my future studies of biological science, social science and English. On the other hand, my work can be improved by the study of advanced dictation and transscription, office administration, business law and business letter writing.

It has been said that in order to understand the work that one does, it is necessary to understand at least a little about the work that the other departments of an organization do. In my case, this is especially true. In our investment department, we do strictly analytical work—the study and analysis of investments for the bank's bond account and for customers. I can understand this work by studying money and banking which covers those phases of banking operations which are helpful to me.

There are a number of schools that offer the opportunity of specializing in either the cultural or commercial field. Commercial schools offer excellently concentrated courses in all the business subjects I have mentioned. One of these commercial schools offers a course that is comparable in content to the advanced dictation and transcription course, offered by Austin, but the cost of this course for 20 weeks is \$51.00. A course similar to this which I took at Austin last semester cost me \$2.50 for the use of a typewriter and about \$3.00 for a textbook and writing materials. Aside from the expense angle, this commercial school could not meet my wider needs because, while it would improve my office techniques, it would not give me a junior college diploma and the broad background it stands for. To carry a junior college course that includes both cultural subjects and practical business subjects, it is necessary to attend either our universities or junior colleges. The cost of a year's residence and study at our state university is at least \$500. But junior colleges like Austin make it possible for me and for many others to work toward a goal that only a short time ago seemed to be impossible to reach.

The work I have done thus far has had two results. I am closer to reaching my goal of graduation from a junior college, and the position I hold has become even more assured than it was. My first position with the bank was that of file clerk and typist. As a matter of fact, our department head did not know that I could take dictation. I had had only a little experience in taking dictation, so I enrolled in the advanced dictation and transcription course to increase my speed and give me more confidence. Since I was given the opportunity to show my ability, I have recorded many technical letters and memoranda, as well as some of the preliminary dictation on a textbook to be used in the classes of a banking school. As a result, I have been placed in line for a possible position as secretary to one of the officers of our bank which is the highest position any of our young women can hope to reach.

So, you see, the junior college course that I have planned is not something that I can make actual use of only upon graduation; it is something that helps me every day. Not only has my work improved, but also I have that all-important feeling that the passing of each class brings me nearer to what I have always wanted—a junior college diploma and all that it stands for.

SECRETARIAL*

Many men have discovered in shorthand the open door to opportunity, for it has proven the stepping-stone that led to many successes. Woodrow Wilson, while never using shorthand professionally, found it an invaluable aid in making memoranda or preparing papers. Frank A. Vanderlip, president of the National City Bank of New York, attributes much of his upward climb to the opportunities which shorthand created for him. James Oppenheim, Irvin S. Cobb, and Norman Hapgood, editor of Harper's Weekly, are others who have mastered this modern way of writing, and who agree with Alexander Graham Bell that shorthand is not merely a reporter's art, but is of value to students, clerks, merchants, and literary men.

Unlike many other fields of business, the secretarial field for men is large and without the severe competition found in so many vocations. This condition is proved by the fact that there are hundreds of young men who have taken courses in salesmanship, in higher accounting, or in the various trades, and cannot secure entrance into business because they lack something specific to offer. On the other hand, a well-educated male secretary finds immediate outlet for his training, for the executive is constantly on the watch for the young man who can assume responsibility and act as his righthand man. Because of these things and the fact that a secretary is held back only by his own limitations, it is no wonder that I enrolled in a secretarial course of study at Morton Junior College.

Circumstances make it necessary that

I provide myself with immediate income. This income must be stable, large or small though it be. It must not be affected by overproduction, strikes, falling off of orders, or the other uncertainties of the factory or office departments. Because I need this immediate income, I cannot wait to pass through the slow but sure upward march of the bundle wrapper before learning the things happening around me. Nor can I spend the necessary years to qualify myself for the returns of the legal, medical, or other professions. To go through the long grind of salesmanship where commissions are uncertain and competition is keen is not advisable in my case.

I desire also to learn everything possible about this business I am entering and to make the acquaintance and understand the qualifications of the men to whom the business owes its success. In my opinion, no other course would prepare me as fully for this as would the secretarial. By the end of May, I shall have completed my subjects of typing, shorthand, accounting, comptometry, and other office techniques, any of which could be put to service in an These subjects, I am sure, give me the groundwork with which to open the door to a secretarial position. However, this isn't the goal that I seek. Rather, it is this position which will act as a stepping-stone by which I may become an executive.

If, at the completion of my course, I am able to present an engaging manner, if I am thoroughly conscientious, diligent, punctual, and possess initiative—in other words, if I have developed the necessary qualifications required of a position of trust, what is there to keep me from achieving success?

^{*}By Richard Purvis, Morton Junior College, Cicero, Illinois.

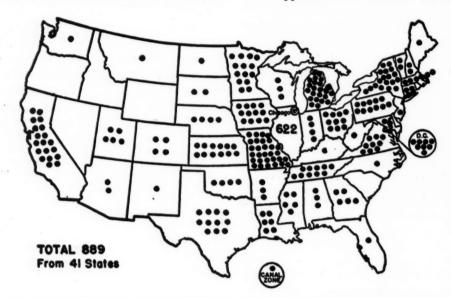
Committee Reports

EXECUTIVE COMMITTEE

The Executive Committee has held a number of sessions during the days of the Chicago meeting giving careful consideration to a large number of matters of Association business. A full rec-

ACTION ON RECOMMENDATIONS

At the business meeting the first of the above recommendations was approved. With reference to the second recommendation it was voted that tentative application be made to the Na-



Individual Registrations at Twenty-first Annual Meeting, American Association of Junior Colleges, Chicago, Illinois, 1941

ord of these meetings will be furnished later to those concerned.

The Executive Committee recommends to the Association that, because of unsettled world conditions, consideration of the five proposed amendments to the Constitution be deferred a year.

The Executive Committee recommends to the Association that application be made to the National Education Association for affiliation as a department of that association.

J. THOMAS DAVIS

tional Education Association for departmental affiliation and that before the application is made final or withdrawn next year the Executive Secretary be asked to submit the matter to the various regional and state junior college organizations and ask for their judgments concerning it.

All other committee reports were adopted as presented and as printed in this issue of the *Journal*.

J. THOMAS DAVIS
Convention Secretary

CONSUMER EDUCATION

The Committee on Consumer Education was appointed on May 9, 1940, following its authorization by the Executive Committee of the Association. The purpose of the committee as stated at the time of appointment is as follows:

To make a preliminary study of the opportunity and need for an extensive study of consumer education in the junior college field; to recommend personnel for a continuing Commission on Consumer Education; to consider plans for securing a special grant for several years' activities; to report to the executive committee or to the Association or to both before making any commitments or taking action involving the Association.

The activities of the committee since its appointment have been rather limited because of the fact that funds are not available to cover traveling expenses for meetings. Consideration of various problems has been carried on by mail and by conferences between the chairman and individual committee members. The chairman represented the committee at the meeting on consumer problems called by Miss Elliott of the National Defense Advisory Commission. A report of this meeting was sent to all junior colleges through the office of the Executive Secretary.

The committee, in fulfilling its first objective, as outlined in the stated purposes, has considered many topics and reports the following: (1) Fewer than 10 per cent of the junior colleges report specific courses dealing with any phase of consumer problems. (2) In the courses offered there is lack of general agreement as to title, contents, and materials. (3) The need for consumer education in any program designed to aid students in more effective living is apparent. (4) The need for consumer education today is becoming increasingly acute, not only for students, but also for the community because of the defense program.

The committee recommends:

1. That the need for consumer education be pointed out through the *Junior* College Journal.

2. That the opportunities for the junior college in the field likewise should be pointed out in the *Journal*. These opportunities include formal courses, integrated projects, and community service.

3. That in order to cooperate with the defense program junior colleges as community institutions should undertake a definite program designed to inform the community on vital consumer problems.

4. That specific suggestions be given immediately for new courses and for modifications of existing courses in the fields of economics, home economics and commerce which will help junior colleges in general and women's junior colleges in particular in carrying on an effective type of consumer education in connection with the national defense program.

That the possibilities be explored of conducting at least one summer workshop in the field of consumer education.

WILLIAM H. CONLEY

Chairman

ADULT EDUCATION*

The report of the Committee on Junior College Adult Education is in two parts. Part 1 is a summary of the replies to the questionnaire sent by the committee to all of the 610 junior colleges listed in the Junior College Di-

^{*} Personnel of this committee: Joseph Hackman, chairman, Austin Junior College, Illinois; Hoyt Blackwell, Mars Hill College, North Carolina; W. W. Carpenter, University of Missouri, Missouri; Henry A. Dixon, Weber College, Utah; George C. Mann, California State Department of Education; Royce S. Pitkin, Goddard College, Vermont; David B. Pugh, Pennsylvania State College, Pennsylvania; and Nicholas Ricciardi, San Bernardino Valley Junior College, California.

rectory, 1941. Replies were received from 457 institutions representing 75 per cent of the total. A report such as our committee was asked to prepare must of necessity be statistical. However, in order not to tax your patience with a recital of many figures, the statistical portion was mimeographed.¹

In the second part of our report, we shall present: (1) an analysis of the data obtained from the questionnaire; (2) some observations on the unlimited opportunities for service to a large portion of our population which is open to junior colleges in the adult education field; (3) the conclusions and recommendations of the committee.

The Questionnaire

The phenomenally rapid growth of the junior college movement in our country justifiably has been the subject of much study and discussion among educators. It has been pointed out, and correctly so, that our regular junior colleges have grown and will continue to grow because they are a natural development of the democratic extension of educational opportunities to an ever widening portion of our population.

The rapid progress of the regular junior colleges is as a snail's pace when compared with the rapid expansion of junior college adult education. No less than 133 junior colleges representing 30 per cent of the institutions responding to the questionnaire, reported that they are offering late afternoon, evening, or Saturday classes for adults. If we look at the publicly controlled institutions alone, we find that 42 per cent offer adult programs. In the school year 1939-1940, 61,000 students were enrolled in these institutions. Of this number more than

51,000 were to be found in the publicly controlled institutions. When we examine the distribution as between evening, late afternoon, and Saturday classes, we find that 54,000 or almost 85 per cent were in evening junior colleges. balance is divided almost evenly between late afternoon and Saturday classes. The rapid growth of this educational movement becomes especially apparent when we note that 70 per cent of the evening institutions, 52 per cent of the late afternoon classes, and 64 per cent of the Saturday classes have come into existence since 1936. To put it another way, only 18 per cent of the evening programs, 28 per cent of the late afternoon prorams and 21 per cent of the Saturday programs, now being offered in our junior colleges, were in existence prior to 1931. It should be noted that the expansion of this significant movement corresponds closely to the period of the economic depression.

We have said that approximately onethird of the junior colleges replying to our questionnaire have some adult program in the form of late afternoon or evening or Saturday classes. We have no data on the number of junior colleges sponsoring forums, lecture series, short term summer sessions, and other types of adult programs. What of the remaining two-thirds? Of this group, 3 per cent already have decided to add adult programs within the next year and 32 per cent more now are studying the matter. Administrators of junior colleges offering no adult programs were asked to state whether in their opinion the adult education needs already were being met adequately by other institutions in their communities. Eighty-two per cent replied in the negative. It seems, therefore, that administrators of four out of five junior colleges not offering adult programs believe that the com-

¹Copies of this eight-page mimeographed section of the report may be secured by writing to the office of the Association in Washington.

munities they serve stand in need of such service. Why then, one may ask, are they not providing it? Some administrators believe that it is not a part of their function to be concerned with adult education. To a large majority, however, representing 74 per cent of this group, the lack of funds has been the determining factor. In this as in all other fields of education, financing is sure to present a difficult problem, but the fact that junior college adult education is largely vocational is something that is worth noting in this connection. If it is planned carefully, a considerable part of the cost can be met with Federal funds available under the Smith-Hughes and George-Deen Acts.

Junior colleges offering regular and adult programs were asked to furnish information relating to organization. It was found that in 69 per cent of the institutions offering such work the administration of the entire program is in the hands of the same persons. In 28 per cent the administration is partly the same. In the remaining 3 per cent entirely different personnel is in charge. On the matter of continuity of instructors, 36 per cent reported that the regular faculties also were conducting the adult programs. Of the remaining 64 per cent, part of the faculties are drawn from the outside. There appears to be wide recognition among junior colleges offering adult programs that the curriculum best designed for adults is different in many instances from those designed for students in regular day programs. As a consequence, 43 per cent of the institutions in this group plan their curricula for adults independently from that of their regular programs. An additional 51 per cent modify their regular curricula to meet the needs of adults. Only 6 per cent make no distinction between the regular and adult offerings. Finally,

it is worth noting that 46 per cent of the schools in this group report that they consult with local advisory committees concerning their adult programs.

Junior college administrators were asked to express their opinions on a number of questions related to the general topic as to whether a comprehensive national study of junior college adult education should be undertaken. To the question as to whether there is a need for such a study 85 per cent responded in the affirmative. In reply to another question 75 per cent indicated that the results of such a study, if conducted by the Association, would be of value to their institutions. There is a somewhat greater division of opinion on whether a sampling study of a small number of junior colleges or a comprehensive investigation including all or most junior colleges should be planned. Nearly 70 per cent expressed their preference for the comprehensive type. There is almost complete unanimity (88 per cent of those who replied) that if a study is undertaken, funds with which to finance it should be sought by the Association from some educational foundation.

The administrators were asked also to evaluate in terms of, "very great," "considerable," "little," or "no importance" each of 13 suggested subjects which might be examined if a national study is undertaken. The subject chosen as being of "very great" importance by the largest number of administrators (61 per cent) is the one concerning the particular services for the education of adults which can be provided best by the junior college. If we combine the choices of "very great" and "considerable" we find that not a single one of the suggested subjects received the approval of less than 70 per cent of those expressing opinions.

Opportunities in Adult Education

We shall turn now to a brief examination of the opportunities for service to a large portion of our population open to junior colleges in the field of adult education. It is a fact that because of the nature of the labor market an increasing number of young people continue in our high schools until they are graduated. According to the Biennial Survey of Education in the United States for 1940, issued by the Office of Education (Bulletin No. 2, p. 14), 591,000 young people were graduated from our public high schools in 1929-1930. In 1937-1938, only eight years later (the last year for which figures are available), more than 1,035,000 were graduated. Yet it is significant that whereas in 1929 more than 44 per cent of those graduating continued with their education the following year, in 1937 only 29 per cent were able to do so. The comment of the Office of Education is that, "to a considerable extent this drop . . . may be explained by economic inability to continue in school." At the same time, because of technological and other changes, employers are expecting applicants for positions to have more training than they had required prior to 1930. Young people who leave school upon graduation from high school and who succeed in finding employment soon discover that if they are to retain their positions and, more important, if they are to advance they must increase their skills. The junior colleges have the opportunity and the duty to provide training for a large portion of the more than 700,000 young men and women who graduate from our high schools annually but who can not afford to enroll in day classes. In addition there is an undetermined number of men and women, high school and

nonhigh school graduates, who feel a need for more training and who, because of their maturity, can profit most and are less easily discouraged if the work offered them is on the college level.

Conclusions and Recommendations

Several conclusions stand out as being especially important when we consider the future of adult education in our junior colleges.

1. The growth of junior college adult education within the last decade, though great, is very minute when viewed from the point of view of the many hundreds of thousands of our people for whom these schools can be the best source of vocational and cultural improvement.

2. The increased emphasis on terminal education in our regular junior colleges is serving to make these institutions especially well suited to meet the educational needs of adults. Terminal education is, by definition, an effort to develop curricula, the major purpose of which is to equip students with certain well-developed specialized skills. It is the feeling that they do not possess, or that they possess to an insufficient degree, certain definite skills, that most often impells adults to seek more training.

The replies received to our questionnaire establish, beyond doubt, that a large majority of junior college administrators are in favor of having our Association conduct an extensive study of the entire field of junior college adult education.

4. From the many comments elicited in connection with some of the issues raised in the questionnaire, as well as from the letters which accompanied some of the replies, we received the very definite impression that, though there is some interest in present prac-

tices of junior colleges offering adult programs, the major interest is in the next steps, that is, projected plans for the future.

In view of the findings in the preliminary study, your committee recommends:

- 1. That the Executive Committee appoint a commission on adult education. This commission should include a representative from the National Youth Administration.
- 2. That the commission be authorized to consider plans for securing a special grant and to plan a comprehensive study of junior college adult education.
- 3. That the commission report to the Executive Committee before making any commitments involving the Association.

JOSEPH HACKMAN Chairman

ACCOUNTING MANUAL

The Committee on a Manual of Junior College Accounting, appointed a year ago, has worked in close cooperation with the Financial Advisory Service of the American Council on Definite plans have been Education. developed for the publication of a manual to be published probably in the spring of 1942. Through the generosity of the American Council it has been possible to finance a special meeting of the committee to discuss matters of policy and to agree upon the form and contents of this proposed manual. This meeting, with representatives from all parts of the country, will be held in Chicago following the adjournment of The committee has this convention. asked Henry G. Badger, specialist in educational statistics and financial accounting of the United States Office of Education, to assist it in drawing up tentative plans for the proposed volume. Instead of taking time to present a more comprehensive report of the work and plans of the committee, I wish to give the remainder of the time allotted for this report to Mr. Badger.

> WALTER C. EELLS Chairman

PROPOSED ACCOUNTING MANUAL

It would be easy to guess that you people are gluttons for punishment, that you enjoy being reproached time after time by the same person. A half-dozen years ago I appeared before you to tell you your sins in the way of accounting and to preach unto you the necessity of conversion and salvation. You listened patiently and attentively, at least so I thought, but like many other sinners apparently did nothing about it after the revivalist had departed.

Now you have been good enough to invite me to come back and talk to you again about the same besetting sin. But this time I cannot scold you so sharply or chastise you so severely. I note that you are now proposing an accounting manual for junior colleges. This shows progress and I must congratulate you on having moved this far in six years.

College people are now looking with some satisfaction on a growing list of accounting manuals for their special use. The first one was issued by the National Committee on Standard Reports for Institutions of Higher Education in 1935 and laid down general principles for all types of colleges. There was projected then a series of manuals for the different types of colleges. In 1937 the first one of these specialized manuals appeared, intended for the medium-sized college of liberal arts. In 1940 there appeared the manual for teachers' colleges.

There appears no reason why the junior college accounting officers' group should not have their own procedures crystallized and conventionalized in a similar manner. In preparing such a manual as this, certain difficulties will arise from the very nature of the junior college itself. In the first place, the junior college is apparently neither all secondary nor all higher education, but partakes of the nature of both. means to an accountant that when he is talking about his junior college with a finance officer of a city school system he must talk one language, but he must use an entirely different set of terms when he is talking with the accountant of a four-year college. Thus we have a certain confusion of accounting procedure growing out of the varied educational origin of the junior college.

Another difficulty stems from the fact that the junior college as a rule does not exist alone. It usually occupies buildings and grounds, and sometimes utilizes the staff jointly with another institution. This may be a hospital or a high school, a professional school, an adult educational center, an orphanage, or the national headquarters of a religious order. The most common combination is, of course, with a high school, although the others exist in large numbers. A junior college existing as a branch of a four-year college, presents another phase of this problem. Obviously, not only data on costs, but also even items of income can become entangled most hopelessly in situations of this type; they offer a real challenge to the accountant and business manager.

Again, there is developing among junior colleges as well as other institutions a policy of paying their own way by means of industrial activities. Certain schools operate farms, printing plants, woodworking shops, fountain pen factories, and the like, in order to provide revenue for the school, employment for their students, or instruction laboratories in the various crafts and skills. The proper handling of these activities in the books of accounts constitutes a real problem.

The nonsalaried service feature of many junior colleges operated by agencies of the Roman Catholic and other churches creates another problem. Some accountants wish this service ignored; others set it up in their books and account for it most carefully and accurately. Some means of reconciling these views must be devised.

From all this it follows that in the preparation of an accounting manual for junior colleges there will be differences of opinion. Some of these differences may appear to be so great as to be insoluble; we hope not. All will require careful, intelligent thought and sympathetic consideration of the practices obtaining in schools over the country. Certain it is that if a volume of this sort is to be useful, it must represent the best thought, the most mature judgment that can be given it. It hardly can be the work of one single person, but must represent the judgment of the group, winnowed and weighed by a committee charged with that duty.

In compiling reports of junior colleges in the Office of Education, we have been faced time and again by the fact that data from one institution are not comparable with those from another. This has necessitated a great deal of editing and revising before we could tabulate the figures. The more nearly uniform the accounting system, the more promptly we can complete our compilations and publish them.

Let me say, however, that uniformity of accounting procedure does not mean uniformity of college management. Bach and Gershwin followed good musical form, but their music is not identical. Wordsworth and James Whitcomb Riley observed the rules of poetry, but their poetry is not identical. In like manner, the accountants of junior colleges can and, I believe, should conventionalize their record systems, but I do not believe that all junior colleges should be run in the same fashion.

And so it is with a great deal of satisfaction that we in the Office of Education learn that this body is interested in a manual of accounting which shall make your finance records and reports more intelligible between junior colleges and between your group and our office. We shall look on your work with a great deal of interest and shall be glad to give you all aid possible consistent with our own budgetary limitations.

HENRY G. BADGER

CAA IN JUNIOR COLLEGES

The Civil Aeronautics Authority flight training program was started in the fall of 1939. Its original purpose was twofold, the popularizing of aviation and the creation of a backlog of 40,000 pilots trained in the fundamentals of aviation, who would be valuable as a factor in national defense. thousand pilots were to be trained each year for a period of four years. first year ran according to schedule and then the program was greatly acceler-During the summer of 1940, 15,000 were trained and approximately that number will be trained each semester of the present school year. The original civil educational program has

developed into a war emergency preparedness program.

The private pilot's license is issued to a student after he has passed both the ground and the flight school tests. A minimum of 35 hours of flight and 72 hours of ground school work are required. The monetary value of this training is approximately \$450 and the present cost to the student is but \$25. The fees are as follows: medical \$6, insurance \$9, laboratory \$10, making a total of \$25. On account of the high degree of safety of the program, the insurance fee has been lowered from \$14 to \$9 and the hospitalization benefits have been doubled. Text books are furnished free. For the 1940 summer program, all fees were paid by the government and the training was given without cost to the trainees.

The institutions approved by the government for ground work are permitted to recommend the flight operators who will have charge of the flight training. The program for the second semester this year requires the ground school to teach 24 hours of meteorology, 24 hours of navigation, and 24 hours of civil air regulations. For this teaching the government pays the school \$40 for each student who successfully completes the course. No pay is given for failures. The CAA makes out all final examinations questions and sends a representative to conduct the examinations and grade the papers.

The flight operator is given \$325 for each trainee who successfully completes the flight training. A minimum of 35 hours of flight is required. Most students complete the course with 38 hours. The payments both to the ground school and to the flight school are somewhat higher than they were last year. When the program first started, the qualifications of trainees were as follows:

1. All candidates must be between the

ages of 18 and 25.

2. They must be citizens.

3. They must be full-time students either freshmen or sophomores, but the latter pre-

4. They must pass a rather rigid physical

examination.

This year the qualifications are changed. The age limits are 19 and 26 and freshmen are excluded. Also students not regularly enrolled in school who have completed two years of work toward a degree are eligible if they meet the other requirements. Young women may qualify, but they cannot constitute more than 10 per cent of the

Thus far the program has been a very safe one and the small number of casualties has been most gratifying. Up to January 1, 1941, 42,000 students had been trained with 17 fatalities due to accidents. Approximately half of those fatally injured were instructors.

The CAA course in aviation certainly has great educational value for the junior college and is squarely in line with the theme of this meeting which is "terminal education and national defense." Those of us who are physics teachers find most of the ground school work an answer to our prayers. Many fine applications of the principles of physics are found.

With all of the opportunities now offered in aviation, this program gives the junior college an excellent terminal course. I believe that it has tended also to popularize the junior college and enhance its prestige in the community. Many institutions are giving regular credit toward graduation for this work and I believe they are justified. In our own junior college, we give four hours of credit if a student passes all courses and gets the pilot's license. There is certainly much general education in such courses as meteorology, navigation,

and theory of flight. Last year and again this year, the CAA offered free flight training to junior college instructors of aviation and many have taken the training. They have no doubt found the experience both profitable and en-

joyable.

Since aviation without doubt will be a permanent part of the junior college curriculum, I believe that as soon as possible each ground school instructor should secure a government "rating" in the subject or subjects he teaches. The CAA will probably make this a requirement in the near future. The program as now offered in the junior colleges throughout the country is an extensive one. During the second semester of this year 150 junior colleges are giving the primary course to 2,020 students and 38 junior colleges are giving the secondary course to 600 students.

On account of the changed requirements for trainees this year, many junior colleges are having difficulty in filling their quotas of students. Roughly, two-thirds of junior college students are freshmen and hence ineligible for the training. Of the remaining sophomores, many are not 19 years of age. After eliminating special students, a small part of the average junior college enrollment would be eligible to take the physical examination required for the course. If we could go back to the plan of last year in which 18-year-olds and freshmen were used, most of our quotas could probably be filled. I would favor keeping the requirements for those not enrolled in junior college the same as they now are. The primary course could be given the freshman year and the secondary course in the sophomore year. This arrangement would be quite ideal for a junior college.

Last October, shortly after the start of the program under the new requirements, Dr. Eells received the following resolutions from representatives of the junior colleges of North Carolina:

Whereas, we are interested in the effective cooperation of junior colleges with the Civilian Pilot Training Program, and

Whereas, it has come to our attention that many junior colleges are having difficulty in filling their quotas under the revised regulations of the C. P. T. P.;

Be it resolved, that we respectfully call the attention of the Civil Aviation Administration authorities to the following considerations:

1. The great opportunity offered by the junior college for training pilots. Young men could take the primary training in their freshman year, and the secondary training in their sophomore year and be ready to go into a further training program with 68 semester hour credits.

2. The change in the age requirement from 18 to 19 has prevented large numbers of junior college students from taking the CPT course.

Representatives from several of the Michigan junior colleges at a meeting last month favored the charges proposed in these resolutions. I believe that the American Association of Junior Colleges should go on record as favoring these proposed changes in the requirements for the CAA primary course.

GEORGE I. ALTENBERG

SPEECH EDUCATION COMMITTEE*

The Cooperative Committee on Junior College Speech Education originated with Dr. Alan H. Monroe, president of the National Association of Teachers of Speech in 1940, through the appointment of the personnel to study the needs and trends in junior college speech education. Since the American

Association of Junior Colleges was engaged in a general study of junior college educational trends and needs, it was deemed advisable to cooperate with this group of administrators and enlarge the original committee to include appointees of Dr. C. C. Colvert, president of the American Association of Junior Colleges. The committee work was conducted upon a scheduled correspondence plan. The following recommendations are those approved by the committee:

1. A philosophy of speech education for the junior college. A philosophy of speech education for the junior college necessarily must be based on the essential dualism in the general philosophy of the junior college itself. Speech education must be recognized as a communicatory tool in all areas in which the junior college student may find himself after leaving the junior college. Speech education must be so planned as to serve the needs of both the preuniversity and the terminal student. For example, it is essential that courses in speech be so planned as to meet the speaking situations encountered by the student who becomes a filling station attendant as well as the student pursuing a prelegal course. This although that fundamental means courses may serve both students, there is a necessity for differentiation in some phases of speech courses offered in the two areas. Adult education, much of which is terminal in nature, has recognized this fact and as a result in such areas as distributive education we find speech courses for salesmen, grocery clerks, butchers, taxi drivers, and many other varied occupations.

Many terminal areas differ enough from others to justify the assertion that some differentiation in speech offerings may be justified, although the funda-

^{*} Personnel of this committee: R. P. Kroggel, chairman, State Department of Education, Missouri; P. Merville Larson, North Park College, Illinois; William Evans, Pasadena Junior College, California; Carolyn Caldwell, Wingate Junior College, North Carolina; Eula Peterson, Altus Junior College, Oklahoma; Sheldon M. Hayden, Santa Monica Junior College, California; Ellen Couch, Centenary Junior College, New Jersey; and Ida Mae Goe, Gulf Park College, Mississippi.

mental courses may form a basis for both the preuniversity and terminal student. This does not imply that a wide range of special courses designed for each particular terminal area is necessary but that some specialized instruction perhaps on a short course basis, or a special grouping plan is necessary to meet terminal needs.

2. Training of junior college speech teachers. If the instructor devotes full time or the major part of his time in teaching speech, he should have a graduate major in speech and a background of educational training in junior college problems. If the instructor devotes only a minor part of his teaching schedule in teaching speech, he should have a graduate minor in speech.

3. Evaluation of precollege speech preparation in planning the speech training of the junior college student. The completion of a high school speech course does not necessarily indicate adequacy in speech and thus cannot be used as any criterion for planning the speech training of an entering junior college student. Proficiency tests in speech should be administered to the entering student and if the student is found proficient he should be exempted from beginning speech courses and, if he so desires, be enabled to continue with advanced speech courses. to be emphasized that such proficiency tests shall be reliable tests and in no way a superficial evaluation of normal speech ability.

4. A proposed speech program for the entire junior college student group. Fundamentals of speech required for all students except those exempted by speech proficiency test. The course should consume at least a one-semester time period. Corrective work in speech clinic should be offered when necessary. The corrective work must be done by a qualified correctionist. Courses in corrective techniques, etc., are not justified at the junior college level.

Elective courses in all fields of speech: public speaking, debate and discussion, drama, radio, and any other special courses desirable in terminal courses.

The committee believes that the content of each course mentioned furnishes opportunity for further study in each area. A recommendation as to the continuance and extension of the work of this committee in these areas is given

at the close of this report.

5. Specialized speech training in terminal courses. Quantity, quality and type of speech work required from students in terminal courses will vary with the student and the course. For instance, the student in the terminal shop curriculum would not need the same speech training as the student in terminal merchandising sales) curriculum. All, however, have need for a course in the basic funda-After the fundamentals of speech. mental course, training could proceed along different lines, designed to meet the needs of the individual students. In fact, this is accomplished already in some instances where specialized departments have taken unto themselves the teaching of speech as it applies to their own particular subjects. An example of this is the course in retail sales. The danger involved here is in the fact that nonspeech teachers may supply the instruction. However, this may be corrected by close cooperation between the speech instructor and the department instructor.

One method of determining how much speech work should be required of terminal students might be on the basis of occupations which do or do not require the meeting of standards of speech proficiency for vocational success. All terminal courses could be classified in this manner, and a required speech curriculum could be set up for each type. A more complete report on this phase of speech training was submitted by one member of the committee at the junior college section of the National Association of Teachers of Speech at its Washington meeting.

6. Relation of debate, extempore speaking and other speech activities to the speech curriculum. These speech activities which can demonstrate educational value should be included in the speech curricula and college credit should be given to those who enroll for such work. They should not be considered solely as extracurricular or as curricular activities but as opportunities for bringing the two together.

7. Size of classes and grouping of sections in junior college. Speech classes will produce the most efficient work when having an enrollment of not over 25. This will vary some, depending upon the course, but for all practical purposes in the average junior college such is recommended. A heterogeneous rather than homogeneous grouping is more desirable from a democratic as well as an educational viewpoint. Speech, being essentially a communicatory tool of living, should afford a "world-like" class situation which certainly is not true in special groupings.

8. Equipment for instruction in speech. The following equipment represents that which, in many cases, can be used for purposes other than only in the speech department. However, for a complete curriculum in speech such are necessary: a recording machine, a reproducing machine (this and the recording machine make up a single unit in most standard equipment), a radio, a room built according to acceptable speech standards (acoustics, size and

rostrum), a public address system, and an adequate library of speech books.

9. Junior college speech contest program. An educationally sound speech contest program is to be commended provided it avoids the following unsound practices:

First, it must be an educationally planned program and not merely a series of highly competitive events. This program should include intramural in addition to interschool events. There is a necessity of evaluating tournament values and techniques.

Second, it must not disturb the academic

Second, it must not disturb the academic standing of the participant by too much emphasis.

Third, the contests must be merely means to an educational end.

Fourth, the contests must stimulate improvement and be aimed at standards rather than winning a particular victory.

Fifth, the contests must include a wide

Fifth, the contests must include a wide enough representation both as to activities and number of participants to permit the motivation to be for improvement and mastery of the speech processes.

10. A junior college speakers' bureau. The speakers' bureau should be an outgrowth of the regular class work in all speech classes. It serves a two-fold purpose: of public relations and of providing practical speaking situations so vital to complete speech development.

11. Recommendations as to continued work of the committee. The chairman would recommend a continuation of the work of this cooperative committee for another year for this expressed purpose of breaking down the general report of this year's work into the following areas: the private junior college; the public junior college; and the vocational junior college. The committee believes that it will be able to interest junior college administrators through its report to the American Association of Junior Colleges to the extent of permitting work in the various phases of speech education based upon the committee's report and recommendation.

> R. P. KROGGEL Chairman

Report of Treasurer

JANUARY 1-DECEMBER 31, 1940

Receipts

Cash on hand, January 1, 1940	\$ 2,158.07
(On deposit, Washington Loan and Trust Co.)	
Membership dues	7,180.00
1939 dues\$ 430.00)
1940 dues6,228.00)
1941 dues 522.00)
Junior College Journal	3,428.66
Single subscriptions \$1,678.27	
Group subscriptions 1,059.00	1
Advertising 335.25	
Single copies210.58	
Authors' reprints 145.56	
Other publications	730.94
Junior College Directory \$ 94.17	
Why I Am Attending a Junior College 565.09	
What Does a Young Fellow Do Next? 25.27	
Miscellaneous publications 46.41	
Annual meeting exhibits	300.00
Miscellaneous (slides, photos, furniture, etc.)	181.55
Total, Regular Budget	\$13,979.22
Receipts for Study of Terminal Education:	
General Education Board\$25,000.00	
Sale of publications 454.85	
	25,454.85
GRAND TOTAL	\$39,434.07

AUDITING COMMITTEE

Your Auditing Committee received the books of the Association from the Treasurer and carefully checked them. Creditors' statements, cancelled checks, and bank statements were examined and verified with original entries and ledger postings. Receipts were checked and verified with deposits and ledger entries. These were compared with the Treasurer's report. All records were complete, orderly, and methodically kept. In the opinion of the Auditing Committee the Treasurer's report is a true and accurate statement of the financial affairs of the Association.

H. G. Noffsinger, Jr., Chairman Dix M. Jones

Expenditures

Expenditures		
Salaries		\$ 4,612.08
Executive Secretary	\$ 3,600.00	
Office Secretary	 970.15	
Clerical assistance	 41.93	
Office expenses	 	2,270.89
Rent	520.00	
Supplies and Equipment	 1,013.29	
Mimeographing	124.10	
Postage, telegrams, express, etc.	 613.50	
Junior College Journal	 	4,425.49
Printing and postage, 9 issues	\$ 4,249.94	
Authors' reprints	175.55	
Other publications	 	673.01
Junior College Directory	\$ 112.20	
Why I Am Attending a Junior College	389.00	
The Junior College Movement	77.98	
Is Junior College Cast in Proper Role?	 37.20	
What 15 Editors Think of the Junior College	 44.63	
The Junior College (Cosmopolitan)	12.00	
Annual meeting (Columbia, Missouri, 1940)		327.10
Badges	43.51	,
Express, mimeograph, etc.	 28.79	
Printing programs and tickets	100.40	
Honorarium to speaker	50.00	
Travel	104.45	
Membership dues		105.00
American Council on Education	\$ 100.00	
Educational Press Association	5.00	
Miscellaneous		73.86
Refunds on Journal subscriptions	9.72	10.00
Petty cash	25.00	
Insurance	9.70	
Miscellaneous	29.44	
	27.77	1,491.79
(On deposit, Washington Loan and Trust Co.)	 	1,491.19
		#12 070 00
Total, Regular Budget	 	\$13,979.22
Expenses for Study of Terminal Education:		
Salaries	\$ 14,581.50	
Office expense	 4,282.08	
Travel Publications	 3,335.49	
I ublications	 3,122.07	
Contingencies	 133.65	
	 	25,454.85

WALTER C. EELLS, Treasurer

REPORT ON TERMINAL STUDY*

In my annual report as Executive Secretary, presented yesterday, I summarized my activities as Director of the Commission on Junior College Terminal Education during the year of exploratory study. I also reported the action of 120 junior colleges in pledging contributions of \$25 per year for one, two, or three years to make possible a group of important studies of certain phases of terminal education not provided for in the supplementary grants for continuation of the study which have been made by the General Education Board.¹

Much good is bound to result from the intensive studies in the eight institutions working under the special General Education Board grants as well as through summer workshop implementation. The many problems of terminal education are so vital today, however, that many other types of studies also are needed. In particular, perhaps the most important thing of all is to aid two or three hundred junior colleges in studies of their own institutional conditions and problems.

In this report, therefore, I wish to present briefly the tentative plans which have been made for carrying on these supplementary studies during the next three years. These proposed studies are of three types—(1) institutional studies to be carried on by local cooperating junior colleges under plans outlined by the Washington office and using materials prepared by it; (2) central office studies of a variety of pertinent problems; and (3) monographs concerning terminal education (needs, methods, curricula, equipment, etc.) in a variety of subject-matter fields.

For the period from February, 1941 to September, 1941, it is planned to initiate four of these studies, two of the institutional type, two of the office type, as well as to secure the cooperation of a number of interested individuals and representative committees in the preparation of some of the subject-matter monographs. The four studies to be initiated this spring are as follows:

Institutional Study—An introductory study of the philosophy of education held by the faculty of each participating junior college; formulation of statement of the specific aims and purposes of the institution; national summary and interpretation. It is suggested that the instruments devised for this purpose be made the basis of a series of professional faculty meetings to cover a period of several months.

Institutional Study—An analysis in each junior college of student sentiment and judgment regarding the institution's curriculum, staff, student activities, guidance service, occupational intentions of students, and other factors related to terminal education. To be secured on individual blanks, furnished by Washington office, summarized on forms to be furnished, and summaries sent to Washington office for national interpretation and publication.

Central Office Study of present policies of higher educational institutions with reference to admission of students graduating from terminal curricula in junior colleges, and analysis of success of such transfers. (Preliminary information indicates several hundred such transfers now available for study). The importance of this study was suggested more frequently than any other at the series of autumn conferences.

Central Office Study of present practice and desirable policies with reference to granting appropriate title or degree (associate, or other) to mark satisfactory completion of terminal and other curricula.

For the period after September, 1941, seven specific institutional studies and 11 central office studies are suggested. The order of these will be determined later after conference with the participating institutions. Other studies also may be added. The studies now contemplated are as follows:

Institutional Studies

 Follow-up study of students dropping out of junior college before graduation

^{*}For other reports on the Terminal Study by Doak S. Campbell and Rosco C. Ingalls, presented at the same session, see pp. 597-612. ¹ See pp. 595-6.

2. Follow-up study of students graduating from terminal curricula

3. Follow-up study of other students not continuing their formal education beyond iunior college

4. Study of judgments of employers of students graduating from junior college terminal curricula

5. Study of judgments of parents of selected

groups of students
6. Study of preparation and qualifications of instructors for terminal curricula

7. Adaptation of results of experiments in eight selected institutions to local institutional use

Central Office Studies

1. Development of terminal curricula for small junior colleges

Determination of occupations that should be classed as semiprofessional

3. Special problems of privately controlled junior colleges
4. The place of "trade" education in the

junior college

5. Appropriate distribution of cultural and vocational elements in different terminal curricula

6. How to interest students in terminal curricula

7. Library aids and methods for terminal education

8. Specialized equipment for terminal education

9. Problem of Federal aid for terminal curricula

10. Relation of accrediting agencies to terminal education

11. Relation of organized labor to terminal

The Washington office also has made preliminary plans for the development of a series of special monographs in subject-matter fields. Among the fields for which such monographs are planned are the following:

1. Business education

2. Home economics education 3. Engineering and technology

4. Aviation education

5. Agricultural education 6. Medical-secretarial training

7. Recreational leadership 8. Police training

Speech education

10. English for terminal students

Tentative arrangements already have been made for such monographs in the field of business education, with the aid of a special committee of the Department of Business Education of the National Education Association; in the field of home economics education, with the aid of a special committee of the American Home Economics Association; in the field of speech education, with the aid of a joint committee of the American Association of Teachers of Speech and the American Association of Junior Colleges; and in the field of medical-secretarial training. It is hoped to arrange for a number of others during the coming year. These monographs should be practical, concrete handbooks of special value to administrators who wish to introduce terminal curricula in these fields and to instructors interested in improving their offerings in them.

It is felt that the studies outlined above will correlate very satisfactorily with the special experimental work in the eight institutions, and with other activities planned by the Administrative Committee in their administration of the funds furnished by the General Education Board.

WALTER C. EELLS

COMMITTEE ON RESOLUTIONS

WHEREAS the junior college is a vigorous and vital institution of learning designed to serve the needs of youth in terms of vocational and of general education, and

WHEREAS the twenty-first annual meeting of the American Association of Junior Colleges, representing 414 member junior colleges in the United States with a combined enrollment of 175,000 students, was held at the Stevens Hotel in Chicago on February 27, 28, and March 1, 1941, to determine how these needs might be better served, and

WHEREAS the 889 delegates attending the annual meeting gave careful consideration to the problems of terminal education and national defense as affecting junior colleges and the needs of youth,

Now, THEREFORE, BE IT RESOLVED by the delegates attending the twenty-first annual meeting of the American Association of Junior Colleges:

First, that the American Association of Junior Colleges go on record as favoring the immediate development, in this period of national emergency, of a junior college program for the training of young men and young women for active participation in the total defense program, to the end that the junior colleges may contribute their combined resources to the task of preparing the nation's labor reserves for national defense:

Second, that the Executive Committee of the American Association of Junior Colleges be instructed to appoint at once a committee to confer as soon as possible with the United States Office of Education for the following purposes:

- (a) To determine in what practical ways the junior colleges can participate in the program of national defense;
- (b) To ascertain how the junior colleges can obtain financial aid to make available to youth and to adults courses which will fit qualified individuals for occupations essential to the national defense:
- (c) To forward as soon as possible to each junior college, through the office of the Executive Secretary of the Association, a plan approved by the United States Office of Education setting forth specifically how the junior colleges can participate effectively and in practical ways in the program of national defense;

Third, that the American Association of Junior Colleges petition the Congress of the United States to amend the National Defense Act to permit the establishment of senior reserve officer training corps units in junior colleges in order that men who have had their basic military training in junior reserve officer training corps units may obtain commissions upon graduation from junior colleges; and

Fourth, that the American Association of Junior Colleges petition the Congress of the United States to continue the Civilian Pilot Training program without reduction of present quotas, but to amend the present Act to permit primary training for first-year college students 18-26 years of age;

AND WHEREAS the American Association of Junior Colleges has made significant progress during the past year in its studies of terminal education and other vital junior college problems, and

WHEREAS the membership of the Association has substantially increased and the affairs of the Association have prospered,

BE IT FURTHER RESOLVED that the Association express its appreciation to its Executive Committee, to its Commission on Terminal Education, and to the Administrative Committee of the Commission, for their outstanding services during the past year, and especially to President C. C. Colvert for his able guidance of the affairs of the Association, to Executive Secretary Walter C. Eells for his untiring energy and splendid devotion to the interests of the Association, and to Director of Publication Edward F. Mason for his intelligent and highly successful efforts in interpreting the junior college movement to a nationwide public; and

BE IT FURTHER RESOLVED that the American Association of Junior Colleges express its deep appreciation to the General Education Board for the financial assistance the board has given to make possible a comprehensive study of the problem of terminal education in junior colleges;

AND BE IT FINALLY RESOLVED that the Association express its appreciation to the local committee on arrangements for the important part it has played in making the twenty-first annual meeting a success, especially the General Committee composed of William H. Conley of Wright Junior College, chairman, Albert G. Dodd of Morgan Park Junior College, and Walter B. Spelman of Morton Junior College.

CHARLES HAINES
Chairman
NICHOLAS RICCIARDI
JESSE P. BOGUE
CLARA TEAD
HENRY G. HARMON
MARGARET D. ROBEY
A. J. CLOUD

COMMITTEE ON NOMINATIONS

Your Committee on Nominations submits the following report: For President, 1941-42, we nominate James C. Miller, Christian College, Columbia, Missouri; Vice-president, James M. Ewing, Copiah-Lincoln Junior College, Wesson, Mississippi; Members of the Executive Committee, C. C. Colvert, Northeast Junior College, Monroe, Louisiana; and Miss Marjorie Mitchell, Cottey Junior College, Nevada, Missouri.

RICHARD G. COX
Chairman
MILTON D. PROCTOR
WILLETTA STRAHAN
JAMES L. ROBB
GARDINER W. SPRING

SECTIONS AND GROUPS

As explained on page 485 it is impossible to give even a brief account

of the meetings of the different sections and groups which were such an important feature of the convention. The following record of the attendance at these sessions, however, has been reported and should be preserved.

Breakfasts

Phi Delta Kappa, 41 Junior College Women, 24 Evening Junior Colleges, 7 Methodist Junior Colleges, 6 Minnesota Junior Colleges, 12

Luncheons

Public Junior Colleges, 160 Private Junior Colleges, 109 New England, 14 Middle States, 10 North Central, 95 Southern, 38 Western, 20

Banquet, 326

Subject Matter Sections (two sessions)

English and Journalism, 50, 30

Foreign Languages, 40, 20

Social Studies, 45, 25

Speech, 50, 40

Natural Sciences, 58, 24

Mathematics and Technology, 25, 15

Business Education, 65, 50

Music (Friday), 20

Art (Friday), 15

Music and Art (Saturday), 30

Physical Education, 35, 20

Library, 20, 20

Guidance and Personnel, 30, 40

Tests and Measurements, 30

Student Activities, 25

ORGANIZATION OF SECTIONS

Several of the sections decided to form permanent organizations, and elected a chairman and secretary to serve for the ensuing year. The following have been reported:

Evening Junior Colleges. Josef E. Gellerman, Junior College of National University, Washington, D. C., chairman; James F. Groark, Englewood Evening Junior College, Chicago, secretary.

Phi Delta Kappa. H. B. Wyman, Phoenix Junior College, Phoenix, Arizona, chairman.

Junior College Women. Mrs. Gladys Beckett Jones, Garland School, Boston, Massachusetts, chairman. English and Journalism. Mrs. Helen M. Stone, Pasadena Junior College, Pasadena, California, chairman.

Guidance and Personnel. Alice J. Griffin, Wright Junior College, Chicago, chairman; D. F. Folger, West Georgia College, Carrolton, Georgia, secretary.

Library. Chairman to be appointed by chairman of the Junior College Libraries Division of the American Library Association.

Music. Arthur Todd, Stephens College,

Columbia, Missouri, chairman; Esther Goetz, Wilson Junior College, Chicago, secretary.

Physical Education. Chairman to be appointed by District Executive Committee.

Speech. John N. Link, Wright Junior College, Chicago, chairman; Grace E. Ingledue, Northeast Junior College, Monroe, Louisiana, secretary.

Student Activities. Melba A. Moore, Wright Junior College, Chicago, chairman.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

A professional society of college and university teachers and investigators.

Membership now open to teachers on faculties of accredited junior colleges.

16,000 Members

316 Organized Chapters

For information concerning the Association, address:

The General Secretary
American Association of University Professors
744 Jackson Place, N. W.
Washington, D. C.

A Report on

Terminal Education in Junior Colleges

With Special Emphasis on an Explanation of the Continuation Study
1941-44

Prepared by the Administrative Committee

ROSCO C. INGALLS, Chairman LELAND L. MEDSKER, Secretary DOAK S. CAMPBELL BYRON S. HOLLINSHEAD JAMES C. MILLER (ex officio)

AND

The Coordinating Committee of the American Association of Junior Colleges

NICHOLAS RICCIARDI, Chairman WILLIAM H. CONLEY JAMES C. MILLER

AND

Walter C. Eells, Executive Secretary of the Association, in charge of the Central Clearing Office

The Commission on Junior College Terminal Education

DOAK S. CAMPBELL, Chairman AUBREY A. DOUGLASS LEONARD V. KOOS J. C. WRIGHT GEORGE F. ZOOK JAMES C. MILLER (ex officio) GUY M. WINSLOW
BYRON S. HOLLINSHEAD
LELAND L. MEDSKER
J. E. BURK
EUGENE B. CHAFFEE
ROSCO C. INGALLS

Supplement to Junior College Journal, May, 1941

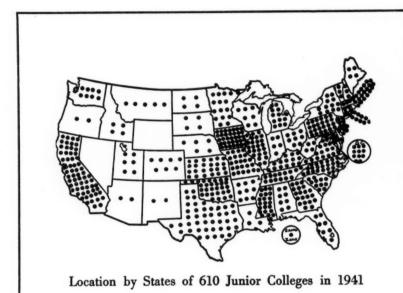


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 - 1. Notification of Grant from the General Education Board, 1940.
 - 2. Report of the Commission on Junior College Terminal Education, 1941.—Doak S. Campbell, *Chairman*.
 - 3. Report of the Administrative Committee for the Commission on Junior College Terminal Education, 1941.—Rosco C. Ingalls, Chairman.
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 - 1. The Literature of Junior College Terminal Education.
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Report of Commission, 1940

ROSCO C. INGALLS

Chairman of the Administrative Committee

This report attempts to do two things:

- 1. Review progress made during 1939 as preliminary work for the creation of the Commission.
- 2. Define the work program set up for 1940 by the Commission.

 This will include
 - A statement of the fundamental principles by which the work program will be guided.
 - b. A statement of the proposed objectives in specific terms.

One year ago—at the Grand Rapids meeting of this Association—your Committee on Vocational Education in the Junior College submitted a report which included 17 recommendations. This report was adopted unanimously. Attention is now recalled to some of the 17 recommendations in this report because they form part of the background out of which developed the Commission on Junior College Terminal Education.

- That this Association actively encourage in every way possible
 the amendment of existing state laws defining the function of
 the junior college so as to make easily possible the establishment
 of semiprofessional curricula of a vocational type to meet the
 needs of youth as determined by modern social and economic
 conditions;
- 2. That this Association favors Federal legislation to amend the Smith-Hughes law so as to make the benefits readily available to the junior colleges and to make effective the recommendations made by the President's Advisory Committee on Education;
- 3. That this Association publicize the junior college as a community institution, believing that as such it should find its greatest inspiration and service in creating and effectively operating vocational curricula of the semiprofessional type;
- 4. That this Association believes that vocational semiprofessional curricula should provide for a balanced distribution of courses frequently described as general education and courses usually designated as specific occupational training;
- 5. That this Association publish at an early date a handbook that will include all semiprofessional curricula offered in junior colleges throughout the nation and that communities with junior colleges will be given every assistance of an advisory capacity by this Association to do creative work in semiprofessional activities available in such fields as business, industry, agriculture, public service and homemaking;

6. That this Association take steps to encourage the coordination and expansion of research studies by graduate students in schools of education specifically directed toward problems in the field of semiprofessional activities;

7. That this Association express a belief that Federal aid to college students under the present NYA where adequately administered is a significant factor in promoting vocational training on the

junior college level.

This brief review of conclusions made one year ago makes us sharply aware of the urgent need for more action to get results and make effective in practice the ideas set up for attainment. Here, then,

are things for us to do in 1940.

The next development of 1939 was the appointment by President Hollingshead of a Committee of Eleven on Policy. This committee met at Atlantic City for a two-day conference September 1-2, at which was adopted a general statement regarding a needed nationwide study of junior college terminal education. The committee decided to request, therefore, the Executive Committee of the General Education Board to make a grant of \$25,000 for a one-year exploratory study in the field of junior college terminal education. President Hollinshead arranged conferences with Dr. Havighurst representing the General Education Board. The appropriation of \$25,000 was authorized on December 7, 1939—with work as planned to start January 1, 1940. The Administrative Committee for the Study met in Washington, D. C., on December 28, 1939, and defined specifically the scope of the study and the tasks for 1940.

The Commission believes that this nationwide study is needed because

 Various studies in different parts of the country show that less than one-third of the students enrolled in junior colleges subsequently enter higher educational institutions.

Many more positions of the semiprofessional type than of the professional type are found in the commercial and industrial world and in public service, but less specific education has been provided to fit young people adequately for such positions.

3. It is especially important that the best types of courses for "social intelligence" be formulated and given to young people whose formal education will close with the junior college, to prepare them for citizenship and social responsibilities.

4. Many junior colleges wish to give terminal courses of one or both of these two types but lack information concerning desirable

content and methods.

5. The facts that a number of junior colleges are offering terminal courses quite successfully and that there is growing interest in this field would indicate that other junior colleges should offer similar work. In one institution, for example, enrollment in semiprofessional courses has increased from 4 per cent to 62 per cent of the student body in less than 10 years.

Changed and changing economic and social conditions indicate
that young people probably will have a decreasing opportunity
to secure regular employment before age 20. Therefore, suitable
educational opportunities are increasingly demanded of the
junior college.

In some junior colleges are found current demands for continuing training programs for those already employed in semiprofessional fields, e.g., police, fire, public health, sanitation,

forestry, nursing, and many others.

8. Many high school graduates are not in college, are not employed, and do not have available educational opportunities to continue their training. Only 12 per cent of persons of college age are registered in colleges or universities, while 67 per cent of those of high school age are in school. Such facts indicate a growing need for providing terminal types of education in the junior college.

Five fundamental principles will guide our thinking in making this study.

- The junior college, although consisting of a variety of sizes and types, is essentially a community institution and, therefore, has a special obligation to meet fully the needs of its own constituency.
- 2. The junior college marks the completion of formal education for a large and increasing proportion of young people, and, therefore, it should offer curricula designed to develop economic, social, civic, and personal competence.
- The American Association of Junior Colleges recognizes its responsibility to aid junior colleges to formulate suggested curricula which more adequately will meet the educational needs of youth who will complete their formal education in the junior college.
- 4. The American Association of Junior Colleges feels the need for studying certain aspects of the field of terminal education, and for coordinating the findings of other extensive studies recently made or now in progress as far as they bear upon the problems of completion of terminal education in the junior college.
- 5. Terminal education, at the junior college level, includes so-called "general" education, designed to prepare students for social citizenship and for individual happiness, and semiprofessional and perhaps other types of vocational education, designed to prepare students for economic independence.

Specific objectives and the work program for this 1940 exploratory study now include the following:

An Executive Director for the Study was authorized. Dr.
Walter C. Eells was selected for this position. He will serve on
a half-time basis—the remainder of his time to be devoted to the
executive secretaryship of the American Association of Junior
Colleges.

 Preparation of an annotated bibliography on junior college terminal education will be undertaken by a specially selected trained library bibliographer. This work will begin about March 4. Publication is anticipated for September, 1940.

- 3. A Director of Publications was authorized selected and his duties defined. Mr. Edward F. Mason, assistant professor of journalism at Iowa State University, was appointed for one year effective February 1. Superior training and experience make Mr. Mason splendidly qualified for work in this field of publications. He will prepare and issue appropriate special articles and adequate news releases to the press associations, to selected newspapers, to the educational magazines of the country, and to magazines other than those classified as "educational." His work will include the task of building up a general knowledge and appreciation of the junior college movement as a background for special emphasis through the press to parents and the general public on junior college terminal education.
- The preparation and publication of a special monograph on the present status of junior college terminal education in the United States has been planned. This study should be ready for publication in August. 1940.
- 5. Plans have been made for the preparation and publication of a special monograph on the philosophy of junior college terminal education with recommendations on problems and trends needing further study and investigation. This should be ready for publication by September, 1940.
- 6. Institutional self-study on various aspects of terminal curricula is to be encouraged and inaugurated as widely as possible in all types and sizes of junior colleges and in every geographical area. The necessary blanks, uniform in type, will be furnished each cooperating institution. All reports will be summarized in the Washington office of the Association and released as special articles or separate monographs for the use of all junior colleges.
- 7. The Director of the Study and the Director of Publication have been instructed to organize and carry forward successfully a series of one-day regional conferences to cover all junior colleges in the United States. They will present at these conferences the nature of this study—report progress and findings to date, solicit suggestions for continued development of the study, secure the cooperative participation of as many junior colleges as possible, make use of the suggestions and advice that can be

provided by junior college leaders in all geographical areas of the country, and promote an understanding, through press releases, by parents and the public, of the important nature of terminal education in the junior colleges. These conferences will be held whenever possible in connection with regularly scheduled junior college regional meetings. Special conferences will be arranged when necessary.

8. The Commission will avoid duplication by coordinating and cooperating with any other extensive studies recently made or now in progress in so far as such studies are related directly to the problems and policies of terminal education in the junior college. One specific example of this policy is found in our cooperating activities with the California State Junior College Survey on personnel problems, general curricula and vocational curricula of the terminal types. Cooperative arrangements have also been made with the American Home Economics Association and are planned with national groups in such fields as business education, engineering, and agriculture.

This statement of eight major objectives for 1940 as set up by the committee should clarify our task and give to the members of the Association a foundation for sympathetic understanding and cooperation.

This report concludes then with our earnest request for the cooperative participation at every opportunity of all junior colleges in the Association.

We welcome the aggressive assistance and leadership of the administrative heads of the junior colleges and particularly ask that all present here this morning become representative ambassadors for the cause to the personnel of institutions not represented here today.

We solicit your assistance and work for the attainment of the goals that have been defined. The road is up-hill, and to travel it successfully requires courage, persistence, right perspectives on our relationships, and a vision of the real service our institutions can render to community life.

If this year's exploratory study in the field of terminal education, and changing economic and social conditions which continue to emphasize the need for new patterns in educational service for youth, indicate that one year's work is insufficient to meet our problems—then your committee is prepared to set up new tasks and guiding principles to cover several years of continuing study and report.

We enter the 1940's, then, with the spirit, purposes, and tasks outlined in this report. We predict significant developments beginning in this first year for the second twenty years in the history of our Association.

Notification of Grant

GENERAL EDUCATION BOARD 49 West 49th Street New York City

December 10, 1940

My dear President Colvert:

I have the honor to inform you that at the meeting of the General Education Board on December 5, 1940, the sum of \$45,500, or as much thereof as may be necessary, was appropriated to the American Association of Junior Colleges for support during the four-year period beginning about January 1, 1941, of a cooperative study of terminal education in junior colleges by its Commission on Junior College Terminal Education. While your proposal has been formulated in terms of three years, an additional year has been allowed by the Board to provide for editing and publishing a final report.

This appropriation was voted pursuant to the proposal submitted under date of October 11th by Mr. Rosco Ingalls, Chairman, and Mr. Leland L. Medsker, Secretary, of the Administrative Committee of the Commission on Junior College Terminal Education, and with the approval of the American Association of Junior Colleges. We note that the Administrative Committee will administer the Board's appropriation. However, inasmuch as the appropriation was voted to the American Association of Junior Colleges, payment will have to be made to the Association and reports of expenditures submitted by it. We assume that Dr. Doak S. Campbell, Chairman of the Commission on Junior College Terminal Education, and Mr. Medsker, Secretary of the Administrative Committee, will make simple, practical arrangements for receiving funds from the Association and for reporting on expenditures. . We shall expect a letter from Dr. Campbell describing the arrangements agreed upon.

If you will forward us at the beginning of each year a copy of the budget of the Commission, we shall be pleased to forward payments on a semiannual basis. We would appreciate receiving

annual statements of receipts and expenditures. Under the terms of this appropriation, any unused balance at the close of the four-year period reverts to the Board.

The Board also voted appropriations to the following institutions for projects to be conducted in connection with the cooperative study:

Bakersfield Junior College, Bakersfield, California

Study of guidance procedures with oncoming student population

- Los Angeles City College, Los Angeles, California Study of aptitude tests for admission to semiprofessional curricula
- Pasadena Junior College, Pasadena, California Study of placement, follow-up and continuation training
- Rochester Athenaeum and Mechanics Institute, Rochester, New York Study of use of cooperative work programs
- San Francisco Junior College, San Francisco, California Inquiry into ways of making community surveys

to determine the kinds of terminal courses best adapted to individual communities

Scranton-Keystone Junior College, La Plume, Pennsylvania. Study of the utilization of community committees

Weber College, Ogden, Utah
Study of selection and organization of terminal courses especially suited to needs of
the Ogden area

Wright Junior College, Chicago, Illinois Study of ways of evaluating the results of terminal courses

Sincerely yours,

W. W. BRIERLEY

President C. C. Colvert
American Association of Junior Colleges
Monroe, Louisiana
Copies to Dr. W. C. Eells, Executive Secretary,
Dr. Ingalls, and Dr. Campbell

Note: On March 21, 1941, a similar appropriation was voted to Meridian Junior College, Meridian, Mississippi, for a study of a program of diversified occupations.

Report of the Commission, 1941

DOAK S. CAMPBELL

Chairman of the Commission

The Commission on Junior College Terminal Education was created in response to a widespread demand for a thoroughgoing study of the junior college. For several years the American Association of Junior Colleges had been seeking ways and means for such a study. At the annual meeting of the Association in Grand Rapids, February, 1939, formal action was taken giving the authority for the appointment of the commission as follows:

A motion prevailed authorizing the President and Executive Secretary to proceed according to their best judgment in making application for research funds, and that they appoint such subcommittees as might prove desirable.*

Acting upon this authority, the President of the Association ap-

Acting upon this authority, the President of the Association appointed a Policy Committee to work out the plans for such a study and "to supervise such a study if funds can be secured to finance it". A grant was secured from the general Education Board to cover the expenses of the committee.

This committee met in Atlantic City, New Jersey, on September 1 and 2, 1939. Representatives of the General Education Board were present and participated in the discussions.

After canvassing various possibilities it was decided:

- (1) that the area of terminal education would receive first consideration
- (2) that an exploratory study of one year's duration would be undertaken
- (3) that such subsequent studies would be planned and undertaken as the results of the exploratory study might indicate
- (4) that formal application be made to the General Education Board for funds to make the exploratory study
- (5) that the committee be designated as the Commission on Junior College Terminal Education with D. S. Campbell as chairman and W. C. Eells as secretary of the meeting
- (6) that Rosco Ingalls as chairman, D. S. Campbell, and Byron S. Hollinshead be designated as an Executive Committee of the Commission to act for the Commission in the interim of meetings of the Commission. This committee was designated. later as the Administrative Committee.

The Administrative Committee carried forward the details of securing a grant of \$25,000 from the General Education Board and, with the Executive Secretary, set up the detailed plans for carrying forward

^{* &}quot;Minutes of the Executive Committee March 4, 1939," The Junior College Journal (May, 1939), 9:549.

the study. The appropriation was authorized on December 7, 1939, and the work was begun January 1, 1940.

At the annual meeting of the Association, February 29-March 2, 1940, a report of progress of the study was made and plans for continuing the work were discussed and agreed upon. These plans included a proposal for an extension of the study beyond the exploratory year and a request to the General Education Board for funds, the plans and application to be submitted to the Commission in November, 1940.

Early in June, 1940, however, the Administrative Committee was informed that, because of certain changes in the program of the General Education Board, any plans for continuing the study and any request for further funds would have to be made earlier than the date set up for that purpose. Consequently, the committee held a special meeting in Denver, Colorado, July 13 and 14, at which Dr. Eells and a representative of the General Education Board were present. By the time of this meeting, it had become evident to the committee that it would not be feasible to plan a continuation study of such nature and proportions as had been thought of originally. Consequently, plans and objectives were furnished and sent to members of the Commission.

These plans and objectives were approved by the Commission at a meeting in Chicago, Illinois, August 1-September 1, 1940, and the Administrative Committee was authorized to carry the plans into effect. These plans included a request to the General Education Board for a grant of \$45,500.

At its meeting in Chicago the Commission agreed that, with its adoption of present plans for continuation of the study and the delegation of responsibility for the execution of those plans to its Administrative Committee, it should make a final report of its work at the annual meeting of the Association in Chicago, February, 1941.

At a meeting of the Commission in Chicago, February 26, 1941, a report of the Administrative Committee was read by Chairman Ingalls. Upon motion, the report as presented by Chairman Ingalls was adopted unanimously by the Commission. A report of the Exploratory Study will be made by Dr. Eells ¹ and a detailed report of the work and plans of the Administrative Committee will be presented by Chairman Ingalls. These two reports, together with this summary of its actions, constitute the report of the Commission on Junior College Terminal Education.

Respectfully submitted,

DOAK S. CAMPBELL, Chairman.

Approved by unanimous action of Commission on Terminal Education in session at Chicago, February 26, 1941

See JUNIOR COLLEGE JOURNAL (May, 1941), 11: 582-3.

Administrative Committee of the Commission on Junior College Terminal Education

The Continuation Study 1941-1944

ROSCO C. INGALLS

Chairman of the Administration Committee

A review of records for the annual meetings of the Association provides some facts that make an appropriate introduction to this report. At the Grand Rapids meeting in February, 1939, the Committee on Vocational Education in the Junior College made a report that defined principles for terminal education and submitted recommendations for action by the Association. Following the approval of this 1939 report, there was created by the President of the Association, the Committee of Eleven on Policy, which is now known as the Commission on Junior College Terminal Education. This Commission, acting for the Association, applied to and secured from the General Education Board of New York a grant-in-aid of \$25,000 to conduct a oneyear exploratory study in the field of junior college terminal education. At the Columbia, Missouri, meeting of the Association in 1940, the Commission presented a report which reaffirmed certain principles fundamental in the philosophy of junior college terminal education. The Commission also at this time defined eight specific objectives and work projects to be undertaken during 1940, to be designated as the Exploratory Study. Dr. Eells, who was employed by the Commission as Executive Director for this one-year Exploratory Study, has now reported to you the work undertaken,1 the progress made, and the achievements attained in each of the eight defined areas of the study. Final publication of the reports will soon be in your possession for information and guidance. These publications will merit your commendation to Dr. Eells for his energy, zeal, enthusiasm and thoroughness in carrying forward the work of the Commission.

In our report of one year ago the Commission announced that, "If this year's Exploratory Study in the field of terminal education, and changing economic and social conditions which continue to emphasize the need for new patterns in educational service for youth, indicate that one year's work is insufficient to meet our problems, then your committee is prepared to set up new tasks and guiding principles to cover several years of continuing study and report."

As early as July, 1940, it became evident to the Administrative

¹ See Junior College Journal (May, 1941), 11: 582-3.

Committee for the Commission that a Continuation Study of Junior College Terminal Education was necessary. The committee met with Dr. Eells in Denver on July 13 and 14, and formulated a plan with objectives and policies for a Continuation Study. This plan was amended, revised, and approved by the Commission at a meeting in Chicago on August 31 and September 1. Accordingly, an application for a new grant of \$45,500 was made to the General Education Board for the Continuation Study. This request was approved. Dr. Campbell has reported to you the various factors influencing the decisions determining the direction and extent of the Continuation study for 1941-1944. Marked progress has been made by this date in putting into effective motion the various features of the Continuation Study plan.

Responsibility for the supervision and coordination of the study has been delegated to the Administrative Committee of the Commission,

consisting of the following members:

Dr. Rosco Ingalls, Chairman

Dr. Doak S. Campbell Mr. Byron S. Hollinshead

Mr. Leland L. Medsker, Secretary

The President of the Association, by action of the Commission on February 26, 1941, has been added to the committee as an ex officio member.

The Administrative Committee submitted the request to the General

Education Board for a grant-in-aid in the following terms:

"On behalf of the Commission on Junior College Terminal Education of the American Association of Junior Colleges, the Administrative Committee respectfully requests a grant of \$45,500 for that part of this proposed study concerned with workshops, publications, a clearing office center, the expenses of supervision, and contingencies. It further requests the General Education Board to make individual grants to a number of junior colleges on the type of projects for institutional study described in applications to be submitted.

"The committee believes the results of this study will stimulate the offerings of junior colleges in the field of terminal education. The committee believes, further, that the development of terminal education will enable junior colleges to serve a larger usefulness in the education of young people."

The approved Continuation Study has defined four areas in which work will be carried forward. These are:

 Workshop conferences and other methods of implementation on junior college terminal education in 1941, 1942, and 1943.

 Cooperative studies in a number of junior colleges on various phases of junior college terminal education. The number of institutions, the selection of the institutions, and the projects to be undertaken by each, will be made by the General Education Board with the assistance and advice of the Administrative Committee of the Commission.

3. Publications during, and at the end of, the three-year period containing reports, summaries, and recommendations that will

be of value to the junior colleges of the nation.

4. A Clearing Office Center to provide coordination of correspondence, news releases, coordination with special studies directed by the American Association of Junior Colleges and its Executive Secretary. The Clearing Office Center should be established in the headquarters of the Association of Junior Colleges at Washington, D. C. The Executive Secretary of the Association would be responsible for carrying out these activities under the direction of the Administrative Committee of the Commission.

The Administrative Committee has organized its work of supervision and coordination in accordance with three policies.

- The disbursing agent for the Administrative Committee is the secretary of the committee, Leland L. Medsker. Checks are countersigned by Doak S. Campbell, Chairman of the Commission. Expenditures must have pre-authorization by the committee.
- 2. Funds for institutional study are direct grants to the institution from the General Education Board and the institutions account directly to the General Education Board for the expenditures. However, institutions are responsible to the Administrative Committee for the experimental work undertaken; for supplying a staff member free of charge, except for traveling expenses, to the workshops; and for the contribution of material to the Clearing Office Center as well as for publications.
- 3. Since each member of the Administrative Committee is in or near an institution participating in the proposed study, coordination will be provided by selecting individuals actively engaged in the study and making them responsible for coordination. For example, the chairman of the Coordinating Committee should be located in Los Angeles and work under the direction of Dr. Ingalls. Other members of the Coordinating Committee would be located in or near Chicago, Nashville, and Scranton. The Coordinating Committee, therefore, consisting of those actively engaged in the study, would be in close touch with the members of the Administrative Committee at all times.

Ten principles define the educational philosophy that directs the work of the committee.

 The junior college marks the completion of formal education for a large and increasing proportion of young people, and, therefore, should offer curricula designed to develop economic, social, civic, and personal competence. These curricula are designated as "Terminal." 2. Terminal education at the junior college level, includes so-called "general" education designed to prepare students for social citizenship and for individual happiness, and semiprofessional and perhaps other types of vocational education, designed to prepare students for economic independence.

 The junior college, through consisting of a variety of sizes and types, is essentially a community institution, and, therefore, has a special obligation to meet fully the needs of its own con-

stituency.

4. While course materials offered in terminal work vary with community needs and types of student body, the general problems encountered in offering terminal work are similar in nearly every community.

Junior colleges should offer work suited to the best interests and abilities of their students and less restricted by concern for duplicating the existing pattern of courses of other institutions.

6. Junior colleges need to offer an inservice training for their own faculties on the problems of junior college terminal work. Summer workshops for junior college instructors should be staffed as largely as possible by junior college people and should be held whenever possible on junior college campuses.

Junior colleges need to develop their own consultants on the problems of terminal education. These consultants should be

members of junior college staffs.

 Some junior colleges should be selected to do special work on the general problems of terminal education. Such institutions should have the responsibility of providing staff members for workshops and for year-round services to neighboring institutions.

Correlating studies in consumer education, adult education, etc., should be sponsored by the American Association of Junior

Colleges.

 Cooperation should be provided with the NYA and industrial organizations interested in aiding the education of terminal

students by providing work experience.

The administrative Committee announces at this time the completion of all arrangements for three 1941 Summer Workshops on Junior College Terminal Education. Each will be conducted essentially on the policies that characterize "workshops" for inservice teachers rather than the usual summer session type of course. These centers are located at George Peabody College for Teachers in Nashville, Tennessee, at the University of California in Los Angeles, and at the University of California in Berkeley. It is to be hoped that in the summer of 1942, sufficient consultants will be available from studies going on at individual institutions to provide staff and materials for additional workshops. The committee hopes that one of these workshops will be located in the North Central area, one in the Middle States, and one in the New England area.

Workshop at George Peabody College

The workshop at George Peabody College for Teachers has the following features:

Purpose:

It is concerned with the improvement and expansion of terminal education courses in order that youth of junior college age may be served in the best ways available.

Procedure:

Efforts will be centered about attempts to solve self-discovered junior college problems relating to terminal education. An air of informality will pervade the junior college workshop. Opportunities will be provided for members and staff to know each other personally and apart from the serious aspects of their work. All meetings will be in the nature of friendly get-togethers, rather than formal meetings. Such a procedure, it has been demonstrated, is conducive to results more in keeping with the purposes and objectives of a workshop.

Recreation:

Excellent opportunities for a varied program of recreation are available in and around Nashville. Participants in the workshop will be encouraged to use their own freedom and pleasure in arranging their recreational activities. In no sense will participants be regimented in their program of activities.

Problems for study:

Problems now being studied in the selected junior colleges from which staff members are to be invited are as follows:

- 1. Study of guidance procedures with oncoming student popula-
- 2. Study of aptitude tests for admission to semiprofessional curricula
- 3. Study of placement, follow-up and continuation training
- 4. Study of use of cooperative work programs
- Inquiry into ways of making community surveys to determine the kinds of terminal courses best adapted to individual communities
- 6. Study of the utilization of community committees
- 7. Study of selection and organization of terminal courses especially suited to the needs of the Ogden (Utah) area
- 8. Study of ways of evaluating the results of terminal courses.

This list of problems is suggestive of what is being done in the selected junior colleges and is not meant to define limits. Other problems of significance may be introduced on which the participants in the workshop will center their efforts.

Staff:

The workshop will be under the direction of Dr. Charles W. Knudsen, professor of education at George Peabody College Five members of the staff of consultants will be representatives of junior colleges now engaged in intensive study of a restricted number of problems of terminal education. Three additional members of the staff have been selected from among persons intimately associated with the work of junior colleges and with study of its problems.

The staff consists of the following persons:

J. Hooper Wise, Professor of Education and Chairman, Comprehensive Course. Reading, Speaking, and Writing, University of Florida, Gainesville, Florida.

"Language in General Education"

Beulah Thompson, District Supervisor of Home Economics, Arkadelphia, Arkansas.

"Home and Family Life"

Leo F. Smith, Evaluation and Personnel, Rochester Athenaeum and Mechanics Institute, Rochester, New York.

"Cooperative Work Program"

Louis E. Armstrong, Assistant Professor of Social Sciences, George Peabody College for Teachers.

"Social Studies in Terminal Courses"

Joseph O. Carson, Teacher, Related Work, Meridian Senior High School-Junior College, Meridian, Mississippi.

"Diversified Occupations Program"

John F. Humes, Coordinator in Terminal Study, Scranton-Keystone Junior College, La Plume, Pennsylvania.

"Utilization of Community Resources"

Leland L. Medsker, Department of Occupational Research, Chicago, Illinois. "Evaluation of Results of Terminal Courses"

H. A. Dixon, President, Weber College, Ogden, Utah. "Selection and Organization of Terminal Courses"

Enrollees and Participants:

All persons who participate in the workshop will be expected to enroll for courses number 568F for one-half of the summer quarter. Graduate credit will be allowed on request to all persons who meet the requirements for entrance to the graduate school and who, in the judgment of staff members, do creditable work. Those participating will not enroll for other work with the college. A maximum of eight hours credit may be earned by those participating in the workshop.

The workshop group will be composed primarily of selected representatives from the faculties of 50 junior colleges. The representatives selected from these junior colleges will receive a small amount of financial assistance. Each representative will be selected by a committee of the Commission on Junior College Terminal Education. Application for enrollment in the junior college workshop should be addressed to Leland L. Medsker, 226 North La Salle Street, Chicago, Illinois.

Permission to enroll as a participant in the junior college workshop will be granted to a limited number of persons who may not be appointed officially, and who wish to attend at their own expense.

Special Opportunity for Junior College Administrators:

Special invitations will be extended to 50 deans and presidents of junior colleges to attend the Annual Curriculum Conference, July 24-26. These visitors will be given the opportunity to look in on the activities of the junior college workshop, which will be in progress at the same time. Meals and lodging will be provided at Ward-Belmont for those who accept this invitation as part of the workshop administrative expense.

Method of Work:

As a result of cumulative experience in providing opportunities for teachers' growth in service (illustrated in the Eight-year Study of the Commission on Secondary School Curricula; the Adolescent Study; the Commission on Human Relations—all of the Progressive Education Association; the Commission on Teacher Education of the American Council on Education; the Southern Association Study; and curriculum laboratories conducted at various colleges and universities), a workshop procedure will be followed. According to this procedure, staff members and enrollees have extended opportunities for working intensively on their own particular problems.

Secretarial help will be provided for participants in the workshop to the extent of one full-time secretary and one part-time secretary. It is suggested, on the basis of experience in previous workshops, that participants will want to express in written form a good many of their tentative conclusions, and to describe in written form a good many of their procedures followed in arriving at tentative conclusions.

Housing the Conference:

Participants in the junior college workshop, including staff members, will live on the Ward-Belmont Junior College campus. Materials with which to work, in so far as possible, will be assembled on that campus. Any participant who wishes to do so may avail himself of material which is available either in the curriculum laboratory at George Peabody College or in the joint library, which is housed on the Vanderbilt, Peabody, and Scarritt campuses.

Living quarters will be available in the dormitories at Ward-Belmont, and the Ward-Belmont dining room will be open to enrollees. The cost of board and room for the total period will be \$50 in a double room and \$55 to \$60 in a single. The tuition and fees amount to \$39.50.

Workshops at University of California

The workshop plan at the University of California has the following features:

Purpose:

The programs to be offered in the two summer sessions of the University of California are designed primarily to meet the demand for an expanded type of inservice training for persons already engaged in teaching in junior colleges. Other students may be admitted with the consent of the instructor. In keeping with best current practice regarding in-service training, the classes will be limited in size, and courses will be conducted on the workshop basis, each class meeting daily for a three-hour period of discussion and group study.

In general, it is assumed that those who enroll for the workshops will give full time to the programs. There may be some, however, who will wish to devote part of the day to the terminal education courses and part to other offerings of the summer session. For such, there is available a generous array of helpful courses. These are described in the regular summer session at either Berkeley or Los Angeles.

Procedure:

On each campus there will be a two weeks' conference which will be coordinated with the general program at which leaders will be responsible for reporting and interpreting the special studies of junior college terminal education now being carried on locally and nationally.

These two weeks' conferences for junior college administrators and for the personnel participating in one or more of the workshop activities will be held from July 7 to 18 inclusive, at Berkeley, and from July 21 to August 1, inclusive, in Los Angeles. The conference will be coordinated with the other programs of the workshop plan and will include reports from the persons in charge of special studies about junior college terminal education now in process in eight junior colleges of the nation. The topics of the conference will include: (1) surveying the community to determine needs for terminal courses; (2) utilizing community committees in terminal work; (3) student personnel procedure for guidance in terminal work; (4) testing to determine student aptitudes for semiprofessional courses; (5) cooperative work programs; (6) placement, follow-up, and continuation training; (7) evaluating and terminal program; (8) selecting instructors for terminal field courses and constructing courses in these fields.

There will be no fee for these 10-day conferences, but those who enroll for the six weeks' workshop program will pay the regular fee of \$35 for the summer session.

Cooperative Organizations:

The Departments of Education of the University of California at Berkeley and Los Angeles

The California State Department of Education

The California Junior College Federation

The American Association of Junior Colleges' Administrative Committee of the Commission for the Continuation Study of Junior College Terminal Education.

Advisory Committee:

Douglass, Aubrey A., Ph.D., Chief of Division of Secondary Education, State Department of Education.

Freeman, Frank N., Ph.D., D.Sc., Dean of the School of Education, University of California, Berkeley.

Ingalls, Rosco C., LL.D., Director, Los Angeles City College.

Lee, Edwin A., Ph.D., Dean of the School of Education, University of California, Los Angeles.

Staff:

At Berkeley

Ewert, William V., M.A., Instructor and Dean of the Department of Social Studies, Bakersfield Junior College, Bakersfield, California.

Hollinshead, Byron S., M.A., President of Scranton-Keystone Junior College,

La Plume, Pennsylvania, Consultant on Junior College Terminal Education for the General Education Board of the Rockefeller Foundation, February to June 1940.

Ward, Phebe, A.B., Instructor in English, San Francisco Junior College, San Francisco, California.

At Los Angeles

Clark, William A., B.S., Instructor in Construction Engineering and Assistant in Curriculum Development, Rochester Athenaeum and Mechanics Institute, Rochester, New York.

Myers, Orvil F., Ph.D., Curriculum Adviser, and Chairman of the Philosophy and Psychology Department of Los Angeles City College, Los Angeles, California.

Pryor, Leland M., M.A., Director of the School of Business, Pasadena Junior College, Pasadena, California.

177A. Philosophy of Terminal Education in the Junior College. Courses Offered June 30-August 8:

At Berkeley-Mr. Hollinshead At Los Angeles-Mr. Myers

The course will first seek to relate the field of junior college education to the scheme of education as a whole, giving specific attention to the relation of the junior college to the high school, the four-year college, and the university. A brief study of the various philosophies of junior college education expressed in the past will be made, and these will be evaluated in the light of present-day needs and educational demands. Full consideration will be given to the problems of both small and large institutions.

The major emphasis of the course will be given to a study of the actual student needs in order to formulate a philosophy to guide specific junior college work. In this connection the intellectual and cultural characteristics will be given consideration, together with student problems in connection with vocational interests of society. Problems relating to general education and vocational education will be discussed in the light of a philosophy of terminal education. The implications of this philosophy will be considered in connection with the construction of curricula, the differentiation of teaching methods, and with administrative problems. The course will be conducted on a laboratory-discussion administrative problems. The course basis. 2 units. M Tu W Th F, 9-12.

At Berkeley Only

177B. The Teaching of Government and American History in Terminal Curricula.

Mr. Ewert

Since the junior college is becoming the terminal point of the education of many of our students, the junior college political science and American history instructors of these institutions have a responsibility to equip these youths in a relatively short time with an intelligent understanding of American life and institutions and to place in perspective America's relationship to the rest of the world. The emphasis will center on the evaluation of recent major developments in the teaching of principles of government and American history in junior colleges. Emphasis will also be placed on needs of students in terminal courses and the problems presented in selecting instructional material for courses in principles of government and American history. A maximum of concrete problems of the individual teacher with proposed solutions will be included. The course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th F, 1:30-4:30.

177C. The Teaching of English in Terminal Education Curricula.

Miss Ward

Designed for teachers of English now working in terminal courses in junior colleges. Emphasis will be placed on such items as the following: selecting the content of instructional program; needs of students in English courses; principles to be followed in constructing and revising English courses; analysis of objectives; procedures for evaluating outcomes; lesson planning and techniques of presentation; methods of teaching; cooperative arrangements with advisory committees for terminal curricula; coordination with other courses. A maximum of concrete problems of the individual teacher with proposed solutions will be included. This course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th Fr. 1:30-4:30.

At Los Angeles Only

177G. Teaching Terminal Curricula in the Business Fields.

Mr. Pryor

The course will explore the range of employment opportunities in business fields in order to discover those courses and curricula that may be adapted to the terminal type of junior college instruction. The terminal or semiprofessional point of view will be contracted with that of the business college specializing in short courses; and the university department giving intensive training in the whole field of business method and theory.

Specific consideration will be given to the nature of the student in the junior college in terms of interests, ability, and social and intellectual backgrounds, and implications will be drawn from these studies as to the method of instruction most effective in terminal education, and the type of curricula to be offered, and suggestions as to the course content of the curricula. The needs of the student, the problems of the teacher, and the requirements of the vocational fields will be constantly held in mind.

Other problems will include building and equipment needs, cooperative work plans for students, selection of qualified teachers, advisory committee relationships, criteria for the selection of students to be trained in these fields, procedures in improving articulation with high school courses preparatory to these curricula, placement records for students and graduates, with follow-up procedures for educational adjustment, and such other problems in the instructional field as may be submitted by members of the conference. This course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th F, 1:30-4:30.

The course will consider the implications of terminal education for engineering curricula in the junior college. Distinctions will be made between the terminal courses and courses of related nature that may be taken in trade schools, institutes of technology, and university schools of engineering.

A study will be made of the entire range of engineering employment in order to determine what training may profitably be given in two years. The vocational interests of students, the employment possibilities, and the opportunities of junior college graduates in engineering will be kept constantly in mind.

Careful consideration will be given to the methods of instruction and the problems of administration of engineering curricula. Such items as the problem and place of skills, shop work, working principles, and theories of engineering education will be discussed in the light of the terminal point of view. Suggestions will be made concerning methods of building curricula, and the content of specific terminal curricula for engineering students in the junior college.

Other problems will include building and equipment needs, cooperative work plans for students in these courses, selection of qualified teachers, advisory committee relationships, criteria for the selection of students to be trained in these fields, procedures in improving articulation with high school courses preparatory to these curricula, placement records for students and graduates with follow-up procedures for educational adjustment, and such other problems in the instructional field as may be submitted by members of the conference. This course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th F, 1:30-4:30.

Scholarships

The committee announced the establishment of a tuition-scholarship plan associated with the three 1941 workshops. A letter to all Association member institutions, under date of March 31, explained that a limited number of scholarships will be available out of funds from a grant by the General Education Board. The scholarship will be a substantial aid in assisting with living expenses and tuition incurred by attendance at the workshop. In cases where the recipient of a scholarship is able to live at home and commute to the workshop, an allowance may be made in terms of travel distance to and from the workshop.

Please be guided by the following considerations in making application for scholarships:

- Scholarships will be awarded generally only to full-time staff members who devote a major portion of their time to instruction except in the case of special types of workers such as guidance officers, etc.
- 2. The following ratio will determine the number of scholarships that may be awarded to any one institution:
 - One scholarship to an institution with a faculty from 1 to 38 people.
 - Two scholarships to an institution with a faculty from 39 to 63 people.
 - Three scholarships to an institution with a faculty of 64 or above.
- 3. The Scholarship Committee needs considerable information about applicants. Will you, therefore, have those members of

your faculty who are interested and who have not yet made application, fill out the enclosed blank [see opposite page for copy of this blank] and return by April 15 to:

Leland L. Medsker Chicago Board of Education 228 North LaSalle Street Chicago, Illinois.

If more information is needed from those whose applications are already in, the candidates will be contacted directly. The awarding of scholarships will be made by a Scholarship Committee, working on a regional basis, by May 1.

The Administrative Committee makes, at this time, the additional announcement that the General Education Board has taken favorable action on applications for a grant-in-aid received from nine junior colleges in the United States. Each of these applications was submitted by the administrative heads of the college after approval by the faculty and the governing board of the institution. The grant to these colleges totals \$57,800. The Administrative Committee announces, also, that the study projects submitted in the applications have been coordinated with the master plan for the Continuation Study and that work has been started by each institution with the opening of the spring semester—approximately February 1, 1941.

The names of the nine institutions and the specific purposes for which the grants were made are as follows:

BAKERSFIELD JUNIOR COLLEGE, Bakersfield, California. Study of guidance procedures with oncoming student population to provide data on which to base curriculum planning, personnel services and student adjustment policies.

Los Angeles City College, Los Angeles, California. Study of aptitude tests for admission to semiprofessional and other types of terminal curricula.

MERIDIAN JUNIOR COLLEGE, Meridian, Mississippi. Diversified occupations program.

PASADENA JUNIOR COLLEGE, Pasadena, California. Study of placement, follow-up, and continuation training for students and graduates of terminal curricula.

ROCHESTER ATHENAEUM AND MECHANICS INSTITUTE, Rochester, New York. Study of the characteristics of cooperative work programs associated with terminal educational programs.

SAN FRANCISCO JUNIOR COLLEGE, San Francisco, California. Inquiry into ways of making community surveys to determine the kinds of terminal courses best adapted to individual communities.

SCRANTON-KEYSTONE JUNIOR COLLEGE, La Plume, Pennsylvania. Study of the utilization of community committees in terminal education work.

AMERICAN ASSOCIATION OF JUNIOR COLLEGES THE JUNIOR COLLEGE JOURNAL

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APPLICATION FOR APPOINTMENT TO SUMMER WORKSHOP ON JUNIOR COLLEGE TERMINAL EDUCATION

ress	
lication is hereby	made for appointment of
attend workshop at	· ·
	Peabody College, Nashville, Tennessee
	University of California at Berkeley
,	University of California at Los Angeles
•	oplication the following data are submitted:
Position of appl	icant in institution
Special interest	t in terminal courses
	you desire to work on in the summer workshop:
Years experience	teaching in junior college; elsewhere_
Total enrollment	t of your junior college
	tudent enrollment in terminal courses
Percentage of st	
	ty: Full-time; Part-time
	ty: Full-time; Part-time Signed

WEBER COLLEGE, Ogden, Utah. Study of selection and organization of terminal courses especially suited to needs of the Ogden area.

WRIGHT JUNIOR COLLEGE, Chicago, Illinois. An evaluation of the terminal general program and the terminal occupational program at Wright Junior College with the formation of a workable procedure that may be applicable to other schools.

It is to be noted especially that each of the institutions receiving a grant-in-aid from the General Education Board has assumed five specific obligations. These are:

- 1. To pay the summer months' salary of the coordinator who is assigned to the direction of the project and who will serve as a workshop consultant.
- 2. To furnish interim and final reports on the project and findings of the project for distribution among junior colleges of the region and of the nation.
- To make available the coordinator of the project without loss of salary to neighboring institutions wishing short time consultation service on problems of the same or of a similar type.
- 4. To release the coordinator of the study without loss of salary for one or more conferences with other coordinators during the semester.
- 5. To give additional needed financial support of the project as it may develop beyond limits financed by the grant-in-aid from the General Education Board. Present prospects are that each dollar of the General Education Board grant will be matched by another dollar from the receiving institution.

You will understand, then, that the Continuation Study is not limited to the workshops and nine cooperating junior colleges. It provides abundant opportunities for participation by many faculty members and great potential benefits to all junior colleges throughout the nation.

The Continuation Study is the most ambitious program in the field of terminal education that has been undertaken by this or any other association.

The members of the commission and its Administrative Committee regard highly the trust and responsibility delegated to them for carrying forward successfully this significant Continuation Study in Junior College Terminal Education.

Rosco C. Ingalls,

Chairman.

Objectives for the Nine Projects Under the General Education Board Grants

Bakersfield Junior College Project

Director of the Study: J. W. McDaniel

Guidance Procedures with Oncoming Student Population

Bakersfield Junior College, in cooperation with three near-by high schools, is making a study of materials and procedures useful in counseling oncoming junior college terminal students.

Primary purposes of the study include:

- To evaluate certain standardized tests and inventories in terms of their prediction of educational and vocational success in junior college terminal curricula and in terms of their utility in counseling.
- 2. To evaluate certain counseling procedures in terms of their contribution to optimal student distribution and adjustment.
- 3. To define the needs of 11th grade pupils within the area studied.
- 4. To compare pupil needs with school opportunities and diagnose needed adjustments.
- 5. To determine effective methods for counselor-teacher-pupil cooperation in achieving optimal adjustment.

Methods employed in the study:

In general the study involved appraisal of the needs of 11th grade pupils, counseling and curricular adjustments on the basis of discovered needs during the 12th, 13th, and 14th grades, and evaluation of the worth of the measurement and counseling procedures by a matched group technique. Specific procedures include:

- Preliminary definition by high school and junior college counselors of the factors involved in desirable pupil distribution after high school graduation.
- Accumulation and analysis of practically obtainable information on the abilities, interests, achievement, adjustment, home background, probable educational and occupational destinations of 11th grade pupils. This involves individual interviews and group testing.
- 3. Individual interviews with second semester juniors to counsel on senior programs that best anticipate later needs. These interviews will make clinical use of accumulated pupil information.

- 4. Re-tests and follow-up counseling during the 12th, 13th, and 14th grades, with special attention to terminal students.
- 5. Evaluation of the contributions of the testing and counseling programs to better curricular adjustment, reduced failures and drop-outs, saving in repair courses, increased rationality of student choices, and better articulation between the high school and the junior college.

Progress report on the study:

Work on the project was begun in February, 1941. By the end of April, an eight-hour test battery will have been given to approximately 1,500 11th grade pupils in three high schools. Scoring, tabulating, and profiling on the basis of national and local norms is proceeding rapidly enough to assure availability of results from these tests for counseling during the present semester. Preliminary interviews have been held with most of the juniors in one large high school. Except for a matched control group, at least one interview will be held with each pupil during this semester. Further analysis of findings and implications for curriculum and guidance is planned for the summer.

Los Angeles City College Project

Consultant for the Study: K. H. LANOUETTE

Aptitude Tests for Admission to Semiprofessional Curricula

Definition of problem:

- To determine the best methods for using to the fullest extent the student's previous school records (especially high school, in scholarship, health, personal qualities reports, and other available data), in determining aptitude for admission into semiprofessional curricula and in promoting improved continuity in training through the public secondary schools.
- 2. To make job analyses in each semiprofessional field to determine skill qualities and personal characteristics necessary for beginning employment. These job analyses, also, will be directed toward determining content, material, and method in the various courses of instruction.
- 3. To make analyses of employed personnel in the fields recognized by our various semiprofessional curricula to determine the qualities successful practitioners possess. The purpose then will be to set up selective procedures to select applicants for admission to training who have the qualities evidenced by successful practitioners.
- To examine all present available aptitude testing procedures for admission to employment in fields covered by our semiprofessional curricula.
- To create, experiment with, and determine the validity of any new aptitude testing procedures.
- 6. To examine, experiment, and test the validity of any existing occupational aptitude, or other tests, used in industry at the present time.
- 7. To coordinate for the purpose of developing a cooperative plan, various groups such as employers, employees, State Employment Service, school guidance, pupils, and teachers.
- 8. To select for experimentation those semiprofessional fields in which the greatest educational need is indicated for City College and for the Los Angeles metropolitan area.
- 9. To issue from time to time special bulletins to all concerned with the present status of aptitude testing in various terminal fields and to give progress reports in findings made in connection with the special studies we are conducting.

Considerable preliminary progress has already been made in this field by City College. Teachers and counselors working cooperatively have attempted to apply tests to select those students best qualified for admission to certain semiprofessional curricula. Examples of curricula concerned are (1) dental assistants (2) library clerical aides (3) peace officers (4) nurses (5) legal secretaries. The proposed study will attempt to validate procedures that have been or may be used.

Progress report:

A five-fold plan of attack has been set up and the various activities here listed actually are being pursued concurrently so that no aspect may be neglected for any other. It is conceivable that as more information becomes available, one or the other of these activities may take precedence. It will be seen that the general idea is to localize the problem and to define it as sharply as possible before wasting time in trying to test something yet too fluid to be measured.

- 1. Survey of the ground. Letters have been and are being sent to institutions, Federal, state and municipal agencies, representatives of industry, business, employers, etc., seeking information as to their methods of selecting personnel and what we can do to meet their requirements.
- 2. Personal contacts are being made with representative groups and individuals to find out how best we may achieve the requirements upon which economic competence and civic responsibility have their dependence. Both the above are means of establishing criteria against which we must measure our results.
- 3. Library research is under way as to the most modern developments of testing technique in an area which is, to say the least, a little strange to the established academic viewpoint.
- 4. A thorough breakdown analysis of two or three of our more well-established semiprofessional curricula is under way. This analysis will go beyond the catalog description and attempt to segregate actual course content, and the underlying aptitudes which they presuppose.
- 5. Bringing pressure on the problem from another direction, attention is being directed to all information concerning the student which is available covering the period prior to his entry at our institution. For the moment, this is confined to a survey of the available high school records.

With the accumulation of facts from these different directions, a narrowing of effort to concentrate more directly upon our specific problem should be possible.

Meridian Junior College Project

Consultant for the Study: J. O. CARSON

Diversified Occupations Program

- 1. Time to be spent in occupational work.
- 2. Planning schedules.
- 3. Methods of relating the academic work of the college.
- 4. Individualizing instruction in the semiprofessional program.
- 5. Evaluating training by consultation with employers.
- 6. Use of faculty as consultants on occupational problems by individual students.

Pasadena Junior College Project

Consultant for the Study: C. C. STEWART

Placement, Follow-Up, and Continuation Training

Objectives:

- 1. Development of principles, forms of organization and practices in the fields of placement, follow-up and continuation training in terminal education on the junior college level throughout the country.
- 2. Evaluation of terminal courses offered by junior colleges in the light of the findings of this study of placement and follow-up.
- 3. Leavening of the thinking of junior college teachers along the line of terminal education, placement, follow-up and continuation training (through workshops, summaries, reports, conferences, etc.).
- Laying a foundation upon which recommendations for modification of the curriculum, of guidance procedures, and of placement, follow-up and continuation practices may be made and carried into effect.

Procedures:

- 1. To clarify and amplify our objectives and desirable outcomes.
- 2. To become thoroughly familiar with what has been done and is being accomplished in the three fields in order to discover effective organization and functions.
- 3. To set up general committees and other forms of organization representative of the junior college faculty, students, parents, employers, the junior placement bureau and other interested groups, to assist in this study.
- 4. To set up and undertake definite investigations and necessary experimentation in the fields of placement, follow-up and continuation training.

Placement studies:

- 1. Decide on specific objectives, including among others:
 - a. Determination of criteria for evaluating placement outcomes
 - Discovery of the type of placement organization (centralized, decentralized, coordinated) best suited to various types of junior colleges
- Effect specific committee organization necessary for the study of placement.

3. Set up and undertake investigations, experiments, and any other necessary types of discovery devices.

Examples:

- a. Study types of placement service
- b. Study placement needs of students
- c. Study reactions of employers to various types of service
- d. Study terminal courses preparing for placement
- e. Study reactions of students and employers to these courses
- f. Study part-time placement and its relations to full-time placement
- g. Study group of students who were not trained in terminal courses
- h. Study group of unemployed youth who graduated from the junior college
- i. Study group of students who withdrew from the junior college

Follow-up:

- 1. Draw up specific objectives. Included would be:
 - a. Discovery of the best follow-up practices
 - b. Discovery of status of graduates from terminal courses as basis for further study
 - c. Discovery of status of large group of graduates from other diploma courses to give a complete picture and aid in the understanding of the terminal education group
 - d. Discovery of graduates' need for placement and continuation
 - e. Discovery of status and needs of withdrawals from terminal and from other diploma courses
- 2. Effect specific committee organization for the study of follow-up.
- 3. Organize and undertake investigations, experiments, and any other necessary devices.

Examples:

- a. Experiment with the Occupational Adjustment Blank developed by Edward Landy
- b. Develop supplementary questionnaire to gather information not included in the Landy blank
- c. Develop ultimately our own questionnaire to be used in the study
- d. Study terminal graduates by means of this questionnaire and/or by interview
- e. Study large group of other diploma graduates by means of this questionnaire and/or by interview
- f. Study "withdrawals" by questionnaire or interview
- g. Interview employers
 - (1) Using Landy blank as a try-out on small group
 - (2) Using a questionnaire developed locally

Continuation training:

- 1. Determine objectives for continuation training. Included would be:
 - a. Discovery of best organization for continuation training
 - b. Discovery of best methods of continuation training
 - c. Discovery of best methods of selecting staff for continuation training
 - d. Discovery of the needs of graduates for additional training or retraining
- 2. Effect detailed committee organization necessary for this phase of the study.
- 3. Set up and undertake studies, investigations, and experiments to arrive at objectives.

Examples:

- Use interview or mail-questionnaire to discover needs for continuation training as felt by students, employers, faculty, and advisory committees
- b. Encourage experiments with different types of courses or setups and study results
 - (1) Short-term courses
 - (2) "Opportunity school" type
 - (3) Two-shift day
- c. Determine the feasibility of the junior college offering continuation training (obligation of employer, etc.)

Rochester Athenaeum and Mechanics Institute Project

Consultant for the Study: LEO F. SMITH

Use of Cooperative Work Programs

Objective:

The objective of the proposed project is the study of characteristics of the cooperative work program at Rochester Athenaeum and Mechanics Institute as one aspect of the cooperative study of terminal education. This will involve a more intensive analysis and interpretation of the cyclical evaluation now carried on at the institute and a possible extension of the program to include promising techniques discovered and developed elsewhere. The work program as implemented in Rochester was established more than a decade ago on the premise that experience obtained in industry should be part of a sequential series of occupational and non-occupational activities through which an individual moves in the process of achieving and living a more abundant life. It is believed that work experiences achieve optimum value only as they are coordinated and integrated with school experiences. Ways and means of achieving such coordination are fundamental to the study proposed in this request.

Procedure:

In moving toward the larger objective the project would: (1) synthesize and evaluate the techniques employed in discovering community needs and in enlisting industry's cooperation in initiating cooperative education at the institute; (2) survey the modifications made in the light of experience; (3) study the contributions which cooperative employment has made to individual motivation and development; (4) survey other cooperative work programs throughout the country in terms of techniques for relating school and work experiences; and (5) experiment with methods for improving present programs.

San Francisco Junior College Project

Consultant for the Study: PHEBE WARD

Surveying the Community to Determine Needs for Terminal Courses

Problems to be investigated:

- 1. Use of youth survey to determine present status of youth.
- 2. A survey of occupational possibilities.
 - a. Use of chamber of commerce and service organizations
 - b. Use of retail merchants and local manufacturers associations
 - c. Use of local, state, and Federal employment agencies to determine employment shortages
 - d. Gathering data from personnel managers of large industries
 - e. Requirements of small diversified industries
 - f. Use of community resources to gain occupational information
- 3. Use of community resources to improve general citizenship.

Scranton-Keystone Junior College Project

Consultant for the Study: JOHN F. HUMES

Utilization of Community Committees

Experimenting with types of committees:

We shall wish to experiment with different types of committees to find out which are most effective in a variety of ways—the development of courses, placement, follow-up, evaluation, etc. We expect to do this experimentation by appointing additional committees, some occupational and some general. We shall assign comparable specific jobs to these committees to find out which committees give the best results for different functions.

Interpretation of programs to the community through committees:

Except for the interpretation to the community which has come as a direct result of work the community committee member has performed for the college, we have not attempted the larger program of educating committee members on the problems of terminal work—the reason for it, the need of it, and its results. We should like to experiment on a program of adult education in "Education" aimed at the membership of our committees and interpreted by them to the community.

Discussion meetings between faculty and committees:

We have had sporadic meetings between faculty members and the committees which usually have taken place when specific problems arose. These meetings have been very beneficial both to the faculty and to the committee members. We should like to begin a regular and consistent program of meetings. Such meetings should have the effect of modifying or changing our teaching to meet industrial change. Further, the effect should be that of breaking down the barriers between "Town and Gown".

Using committees to provide visits by students:

We wish to use our committees more frequently for visits and to arrange for a fairly regular schedule of student trips to train for better citizenship and more occupational knowledge. On these visits we want to use community committee members as instructors to supply students with information about occupational opportunities, attitudes needed in applicants, and advice about getting a start on a job.

Use of labor leaders on committees:

Thus far, we have not used labor leaders on our committees though frequently we have consulted them. We want to use labor leaders on the committees in order to familiarize students and faculty members with labor problems and the labor point of view. We anticipate that the use of labor leaders on our committees will elicit the cooperation of labor in the work of the college in allowing students to get work experience and in providing for some types of apprenticeships.

Using committees to aid in placement and evaluation:

We have already been using community members to aid in placement but this work could be greatly improved by using a coordinator. We have not used the community committee members in evaluation except indirectly. Principally, we have used students now employed in evaluating our program. We should like to use employers and community committee members as well.

Experiments on scheduling of visits:

One of the greatest difficulties encountered in student visits is that of scheduling these visits so as not to interfere with the regular academic program. Principally, this is a matter of working out course programs allowing regular visiting periods. Also, we wish to experiment with our regular academic calendar to see whether it is possible to provide breaks in the calendar allowing for some fairly lengthy trips. We now have a bus and station wagon used for visiting purposes. Some subsidization of the transportation is necessary to allow all students to take advantage of it.

Experiments in preparing students for visiting:

Principally, preparation of students for visiting has been by instructors and by exhibits of materials. We should like to use community committee members to prepare students for what they will see when they make visits. Such a use of community committee members involves more coordination than thus far we have been able to provide.

Testing value of visits on student attitudes:

We should like to have the advantage of testing the value of visits in consultation with community members. The community members can give us information about what students should have seen, the importance of what has been seen, and some general criteria for testing reactions after visits.

Weber College Project

Consultant for the Study: H. A. DIXON

Courses Suited to Needs of Ogden Area

Problems:

- 1. Faculty study of curriculum-building for specified terminal courses.
- Meetings with professional or vocational groups to learn qualifications desired.
- 3. Development of methods to keep curriculum geared to industrial changes.
- 4. Studies of student body to determine types of semiprofessional courses suited to their interests and abilities.
- 5. Experimenting with instructors from industry to work with academic faculty members.

Procedure:

The initial step of the study is a survey to determine:

- 1. The status and needs of the youth of junior college age in this area.
- 2. A follow-up study of the Weber College graduates in the terminal division.
- 3. A study of the drop-outs in the terminal division.
- 4. Conferences with representatives of similarly situated institutions, parents, employers, and advisory committees.
- 5. A study of work opportunities.
- 6. A study of the high school seniors.

Wright Junior College Project

Director of the Study: WILLIAM H. CONLEY

Consultants: Bernard Gold, Leland Medsker, Alice Griffin, Max D. Engelhart

Evaluating the Results of Terminal Courses

Objectives:

1. To evaluate the terminal general program and the terminal occupational program at Wright Junior College.

2. To formulate a workable procedure for the evaluation of terminal programs that might be applicable to other schools.

Procedures:

- 1. Formulation of the basic definitions to be used in the study.
- 2. Development of a concise statement of the objectives toward which the terminal student is expected to grow.
- Development of a procedure which will record and measure this growth.
- 4. Evaluation of the local program.
 - a. General programs
 - (1) Criteria: (a) Effective thinking
 - (b) Command of basic skills and understandings in the major cultural areas
 - (c) Basic understandings in the area of health and disease
 - (d) Range and type of interests
 - (e) Appreciations
 - (f) Consumer competence
 - (g) Occupational efficiency
 - (h) Personal—social adaptability
 - (i) Attitude
 - (i) Socio-civic consciousness
 - (k) Use of leisure time
 - (l) Philosophy of life
 - (2) Method: (a) Data will be collected from terminal students during the first and fourth semesters and at the end of one year after graduation
 - (b) Information not readily obtained by questionnaires and tests will be assembled by other techniques throughout the student's residence at Wright
 - (c) Among the techniques to be used are: rating scales observational records interviews

questionnaires
achievement tests
anecdotal records
interest inventories and scales
attitude scales
student records or diaries

- (d) Cooperative study with Morton Junior College students
- b. Occupational programs
 - (1) Criteria: In addition to those listed under the evaluation of the general program
 - (a) Placement in field
 - (b) Success on job
 - (c) Salary differential between graduates and others
 - (2) Method: In addition to those listed under methods for general evaluation
 - (a) A study of the placement records in the college and the Illinois State Employment Service files
 - (b) Conferences with employers
 - (c) Follow-up schedules for former students
 - (d) Interviews with former students and their employers
- 5. Formulation of a workable procedure:
 - a. On the basis of results locally, judge the criteria and methods
 - b. Compare with other evaluations
 - c. Suggest plan for continuous check-up on changing industrial conditions for occupational work

Progress report:

Work on the project was begun February, 1941. A bibliography has been compiled and extensive reading in the field has been completed. The basic definitions of the study and the objectives of the terminal curricula at Wright Junior College have been formulated. In addition, a plan for measuring and recording student growth in the direction of these objectives has been outlined. Measurement instruments for the evaluation are being selected and in the absence of effective materials new ones are being developed by the committee. Many of the forms to be used in collecting and recording data already have been prepared by this group.

By the close of June, 1941 the total program of evaluation, as it is to be carried out at Wright Junior College, will have been crystallized. Actual evaluation will begin September, 1941.

American Colleges and the Social Order •

WALTER C. EELLS

The author of this volume has had 50 years of intimate acquaintance with American colleges, during almost 20 of which he has been chief executive officer of the Association of American Colleges, a position from which he retired two years ago.

"The primary purpose of the following pages," he writes in his Preface, "is to show that it is the function of the colleges to promote the general welfare. A secondary theme is that for 300 years this has been a conscious purpose of the colleges and that they have made a very appreciable contribution to this purpose. A third proposition is that the colleges are now rallying to their primary task as never before." Dr. Kelly has succeeded well in achieving this three-fold purpose. His interpretation and critical study of the development of American college education gives new perspective to many problems of higher education today.

All interested in the development and present place of higher education will find this treatment enlightening and stimulating. Junior college readers will be interested chiefly in the 10-page chapter "The Junior College, Competitors or Allies?" Dr. Kelly recognizes that there have been misunderstandings and antagonisms but feels there is no permanent place for these maladjustments in American democracy.

"The junior college," he concludes, "seems to have come to the aid of our American education for just such a day as this. It now meets a tremendous challenge in American life, by which the high school and the liberal college also are confronted, to help to preserve and maintain our American democracy. The leaders of our high schools, our junior colleges, and our liberal colleges should join hands in restating and applying to contemporary life the greatest conception of human relationships that has ever developed in the mind of man, the conception of democracy."

^{*} Review of Robert Lincoln Kelly's American Colleges and the Social Order. Reprinted from Junior College Journal (February, 1941), 11:353-4. This review is included in order to emphasize Dr. Kelly's 10 points which show no conflict between the junior college and the liberal arts college.—R. C. I.

It is particularly significant that a man who has for almost two decades occupied a position of leadership among the liberal arts colleges of the country should reach the conclusion, different from that of some of his colleagues, that the junior college has a distinctive place which is not in essential conflict with the longer established four-year colleges. "That there should be permanent antagonism between one unit and the other units," he concludes, "is not in accordance with the spirit of American education."

He lists in compact form the following 10 features in which the junior colleges already are shown to be allies not competitors, and in which they "are contributing much to our educational progress as a nation":

They are furnishing opportunities for further education to thousands of our boys and girls whose circumstances prevent them from leaving home.

They are making modifications in their offerings which cannot be made so successfully by established institutions with programs already well developed.

They are relieving the colleges from an embarrassing influx of that large majority of students who are looking forward to early vocational pursuits.

Some of them are leading in the development of student advisory service.

They are stimulating the colleges to a careful study of their fields, constituencies, objectives.

They are demonstrating certain advantages in the lower-upper, the junior-senior organization of the college curriculum.

They are turning over to the colleges many students with tested qualifications for further study.

They are helping liberal colleges to strengthen their upper divisions. In some of these colleges the senior class is as large as the freshman class.

They are teaching colleges not equipped for the successful continuance of their present programs how to make program adjustments to new social conditions.

They are developing vital centers of the democratic spirit.

Junior college readers also will find food for thought in the chapters on "The Improvement of College Teaching," and "The Development of the Individual Student."

A bibliography of more than 300 titles is appended, but it includes only two titles referring to the junior college field.

The Literature of Junior College Terminal Education

Prepared for the

Commission on Junior College Terminal Education

by

LOIS E. ENGLEMAN
Librarian, Frances Shimer Junior College

and

Walter Crosby Eells
Executive Secretary, American Association of Junior Colleges

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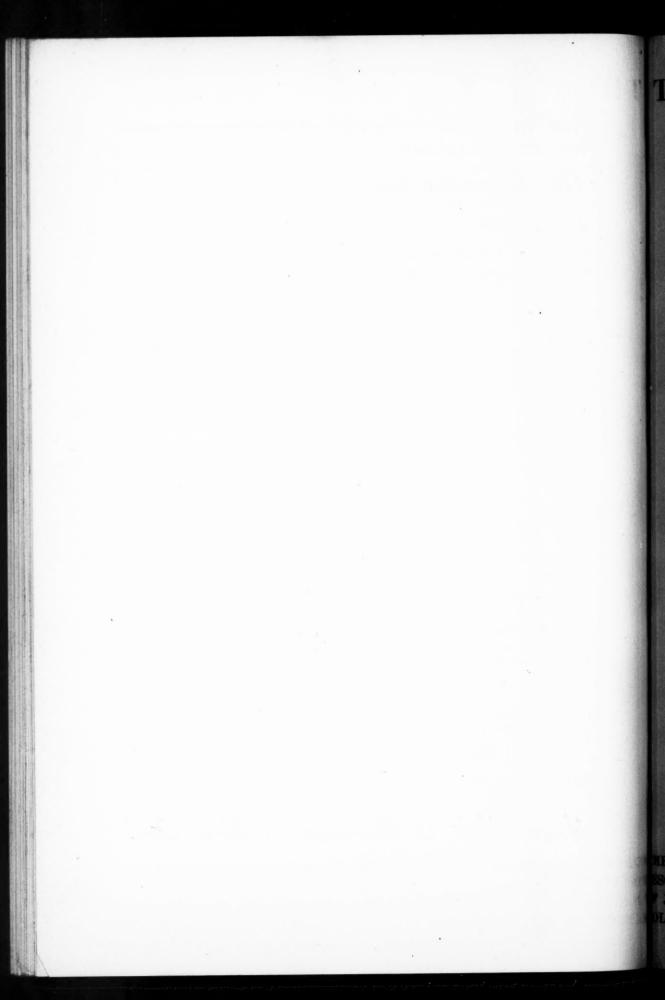
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OF THE

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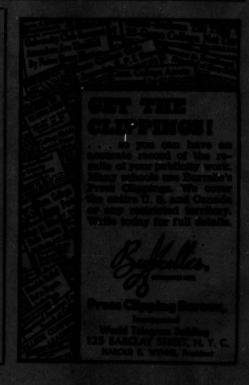
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A Report on

Terminal Education in Junior Colleges
With Special Emphasis on an Explanation
of the Continuation Study

1941-44

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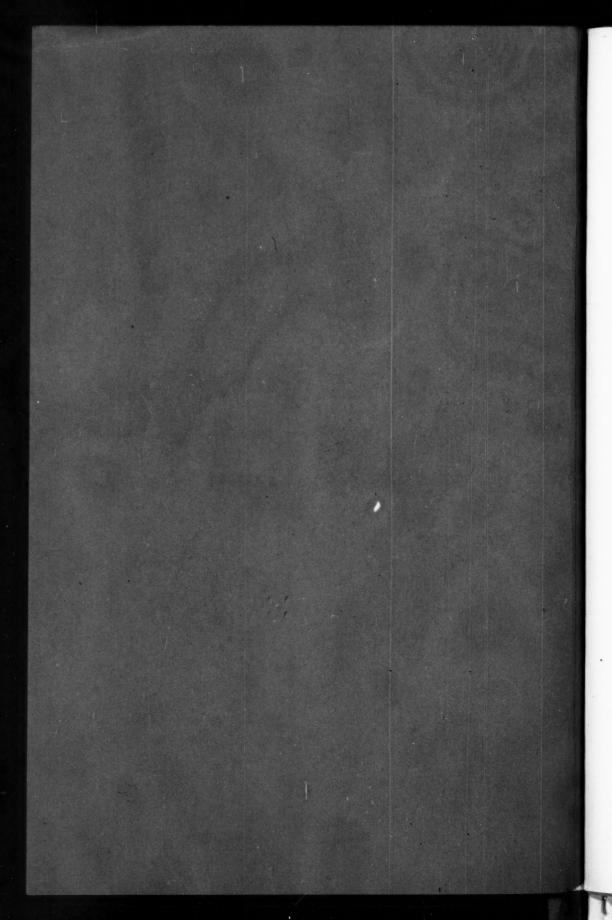
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The Commission on Junior College Terminal Education

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A Report on

Terminal Education in Junior Colleges

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A Report on

Terminal Education in Junior Colleges

With Special Emphasis on an Explanation of the Continuation Study
1941-44

•

Prepared by the Administrative Committee

ROSCO C. INGALLS, Chairman LELAND L. MEDSKER, Secretary DOAK S. CAMPBELL BYRON S. HOLLINSHEAD JAMES C. MILLER (ex officio)

FOR

The Coordinating Committee of the American Association of Junior Colleges

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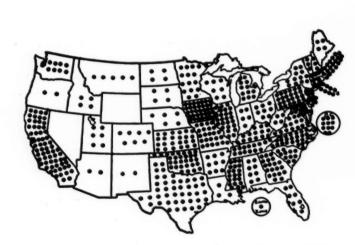
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Walter C. Eells, Executive Secretary of the Association, in charge of the Central Clearing Office

AND

The Commission on Junior College Terminal Education

Supplement to Junior College Journal, May, 1941



Location by States of 610 Junior Colleges in 1941

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Report of Commission, 1940

ROSCO C. INGALLS

Chairman of the Administrative Committee

This report attempts to do two things:

- 1. Review progress made during 1939 as preliminary work for the creation of the Commission.
- 2. Define the work program set up for 1940 by the Commission.

 This will include
 - A statement of the fundamental principles by which the work program will be guided.
 - b. A statement of the proposed objectives in specific terms.

One year ago—at the Grand Rapids meeting of this Association—your Committee on Vocational Education in the Junior College submitted a report which included 17 recommendations. This report was adopted unanimously. Attention is now recalled to some of the 17 recommendations in this report because they form part of the background out of which developed the Commission on Junior College Terminal Education.

- That this Association actively encourage in every way possible the amendment of existing state laws defining the function of the junior college so as to make easily possible the establishment of semiprofessional curricula of a vocational type to meet the needs of youth as determined by modern social and economic conditions;
- 2. That this Association favors Federal legislation to amend the Smith-Hughes law so as to make the benefits readily available to the junior colleges and to make effective the recommendations made by the President's Advisory Committee on Education;
- 3. That this Association publicize the junior college as a community institution, believing that as such it should find its greatest inspiration and service in creating and effectively operating vocational curricula of the semiprofessional type;
- 4. That this Association believes that vocational semiprofessional curricula should provide for a balanced distribution of courses frequently described as general education and courses usually designated as specific occupational training;
- 5. That this Association publish at an early date a handbook that will include all semiprofessional curricula offered in junior colleges throughout the nation and that communities with junior colleges will be given every assistance of an advisory capacity by this Association to do creative work in semiprofessional activities available in such fields as business, industry, agriculture, public service and homemaking;

6. That this Association take steps to encourage the coordination and expansion of research studies by graduate students in schools of education specifically directed toward problems in the field of semiprofessional activities;

7. That this Association express a belief that Federal aid to college students under the present NYA where adequately administered is a significant factor in promoting vocational training on the

junior college level.

This brief review of conclusions made one year ago makes us sharply aware of the urgent need for *more action* to get results and make effective in practice the ideas set up for attainment. Here, then,

are things for us to do in 1940.

The next development of 1939 was the appointment by President Hollingshead of a Committee of Eleven on Policy. This committee met at Atlantic City for a two-day conference September 1-2, at which was adopted a general statement regarding a needed nationwide study of junior college terminal education. The committee decided to request, therefore, the Executive Committee of the General Education Board to make a grant of \$25,000 for a one-year exploratory study in the field of junior college terminal education. President Hollinshead arranged conferences with Dr. Havighurst representing the General Education Board. The appropriation of \$25,000 was authorized on December 7, 1939—with work as planned to start January 1, 1940. The Administrative Committee for the Study met in Washington, D. C., on December 28, 1939, and defined specifically the scope of the study and the tasks for 1940.

The Commission believes that this nationwide study is needed because

 Various studies in different parts of the country show that less than one-third of the students enrolled in junior colleges subsequently enter higher educational institutions.

 Many more positions of the semiprofessional type than of the professional type are found in the commercial and industrial world and in public service, but less specific education has been provided to fit young people adequately for such positions.

3. It is especially important that the best types of courses for "social intelligence" be formulated and given to young people whose formal education will close with the junior college, to prepare them for citizenship and social responsibilities.

 Many junior colleges wish to give terminal courses of one or both of these two types but lack information concerning desirable

content and methods.

5. The facts that a number of junior colleges are offering terminal courses quite successfully and that there is growing interest in this field would indicate that other junior colleges should offer similar work. In one institution, for example, enrollment in semiprofessional courses has increased from 4 per cent to 62 per cent of the student body in less than 10 years.

6. Changed and changing economic and social conditions indicate that young people probably will have a decreasing opportunity to secure regular employment before age 20. Therefore, suitable educational opportunities are increasingly demanded of the junior college.

In some junior colleges are found current demands for continuing training programs for those already employed in semiprofessional fields, e.g., police, fire, public health, sanitation,

forestry, nursing, and many others.

8. Many high school graduates are not in college, are not employed, and do not have available educational opportunities to continue their training. Only 12 per cent of persons of college age are registered in colleges or universities, while 67 per cent of those of high school age are in school. Such facts indicate a growing need for providing terminal types of education in the junior college.

Five fundamental principles will guide our thinking in making this study.

- The junior college, although consisting of a variety of sizes and types, is essentially a community institution and, therefore, has a special obligation to meet fully the needs of its own constituency.
- 2. The junior college marks the completion of formal education for a large and increasing proportion of young people, and, therefore, it should offer curricula designed to develop economic, social, civic, and personal competence.
- The American Association of Junior Colleges recognizes its responsibility to aid junior colleges to formulate suggested curricula which more adequately will meet the educational needs of youth who will complete their formal education in the junior college.
- 4. The American Association of Junior Colleges feels the need for studying certain aspects of the field of terminal education, and for coordinating the findings of other extensive studies recently made or now in progress as far as they bear upon the problems of completion of terminal education in the junior college.
- 5. Terminal education, at the junior college level, includes so-called "general" education, designed to prepare students for social citizenship and for individual happiness, and semiprofessional and perhaps other types of vocational education, designed to prepare students for economic independence.

Specific objectives and the work program for this 1940 exploratory study now include the following:

An Executive Director for the Study was authorized. Dr.
Walter C. Eells was selected for this position. He will serve on
a half-time basis—the remainder of his time to be devoted to the
executive secretaryship of the American Association of Junior
Colleges.

 Preparation of an annotated bibliography on junior college terminal education will be undertaken by a specially selected trained library bibliographer. This work will begin about March 4. Publication is anticipated for September, 1940.

3. A Director of Publications was authorized selected and his duties defined. Mr. Edward F. Mason, assistant professor of journalism at Iowa State University, was appointed for one year effective February 1. Superior training and experience make Mr. Mason splendidly qualified for work in this field of publications. He will prepare and issue appropriate special articles and adequate news releases to the press associations, to selected newspapers, to the educational magazines of the country, and to magazines other than those classified as "educational." His work will include the task of building up a general knowledge and appreciation of the junior college movement as a background for special emphasis through the press to parents and the general public on junior college terminal education.

4. The preparation and publication of a special monograph on the present status of junior college terminal education in the United States has been planned. This study should be ready for

publication in August, 1940.

 Plans have been made for the preparation and publication of a special monograph on the philosophy of junior college terminal education with recommendations on problems and trends needing further study and investigation. This should be ready for publication by September, 1940.

- 6. Institutional self-study on various aspects of terminal curricula is to be encouraged and inaugurated as widely as possible in all types and sizes of junior colleges and in every geographical area. The necessary blanks, uniform in type, will be furnished each cooperating institution. All reports will be summarized in the Washington office of the Association and released as special articles or separate monographs for the use of all junior colleges.
- 7. The Director of the Study and the Director of Publication have been instructed to organize and carry forward successfully a series of one-day regional conferences to cover all junior colleges in the United States. They will present at these conferences the nature of this study—report progress and findings to date, solicit suggestions for continued development of the study, secure the cooperative participation of as many junior colleges as possible, make use of the suggestions and advice that can be

provided by junior college leaders in all geographical areas of the country, and promote an understanding, through press releases, by parents and the public, of the important nature of terminal education in the junior colleges. These conferences will be held whenever possible in connection with regularly scheduled junior college regional meetings. Special conferences will be arranged when necessary.

8. The Commission will avoid duplication by coordinating and cooperating with any other extensive studies recently made or now in progress in so far as such studies are related directly to the problems and policies of terminal education in the junior college. One specific example of this policy is found in our cooperating activities with the California State Junior College Survey on personnel problems, general curricula and vocational curricula of the terminal types. Cooperative arrangements have also been made with the American Home Economics Association and are planned with national groups in such fields as business education, engineering, and agriculture.

This statement of eight major objectives for 1940 as set up by the committee should clarify our task and give to the members of the Association a foundation for sympathetic understanding and cooperation.

This report concludes then with our earnest request for the cooperative participation at every opportunity of all junior colleges in the Association.

We welcome the aggressive assistance and leadership of the administrative heads of the junior colleges and particularly ask that all present here this morning become representative ambassadors for the cause to the personnel of institutions not represented here today.

We solicit your assistance and work for the attainment of the goals that have been defined. The road is up-hill, and to travel it successfully requires courage, persistence, right perspectives on our relationships, and a vision of the real service our institutions can render to community life.

If this year's exploratory study in the field of terminal education, and changing economic and social conditions which continue to emphasize the need for new patterns in educational service for youth, indicate that one year's work is insufficient to meet our problems—then your committee is prepared to set up new tasks and guiding principles to cover several years of continuing study and report.

We enter the 1940's, then, with the spirit, purposes, and tasks outlined in this report. We predict significant developments beginning in this first year for the second twenty years in the history of our Association.

Notification of Grant

GENERAL EDUCATION BOARD 49 West 49th Street New York City

December 10, 1940

My dear President Colvert:

I have the honor to inform you that at the meeting of the General Education Board on December 5, 1940, the sum of \$45,500, or as much thereof as may be necessary, was appropriated to the American Association of Junior Colleges for support during the four-year period beginning about January 1, 1941, of a cooperative study of terminal education in junior colleges by its Commission on Junior College Terminal Education. While your proposal has been formulated in terms of three years, an additional year has been allowed by the Board to provide for editing and publishing a final report.

This appropriation was voted pursuant to the proposal submitted under date of October 11th by Mr. Rosco Ingalls, Chairman, and Mr. Leland L. Medsker, Secretary, of the Administrative Committee of the Commission on Junior College Terminal Education, and with the approval of the American Association of Junior Colleges. We note that the Administrative Committee will administer the Board's appropriation. However, inasmuch as the appropriation was voted to the American Association of Junior Colleges, payment will have to be made to the Association and reports of expenditures submitted by it. We assume that Dr. Doak S. Campbell, Chairman of the Commission on Junior College Terminal Education, and Mr. Medsker, Secretary of the Administrative Committee, will make simple, practical arrangements for receiving funds from the Association and for reporting on expenditures. We shall expect a letter from Dr. Campbell describing the arrangements agreed upon.

If you will forward us at the beginning of each year a copy of the budget of the Commission, we shall be pleased to forward payments on a semiannual basis. We would appreciate receiving

annual statements of receipts and expenditures. Under the terms of this appropriation, any unused balance at the close of the four-year period reverts to the Board.

The Board also voted appropriations to the following institutions for projects to be conducted in connection with the cooperative study:

Bakersfield Junior College, Bakersfield, California Study of guidance procedures with oncoming student population

Los Angeles City College, Los Angeles, California Study of aptitude tests for admission to semiprofessional curricula

Pasadena Junior College, Pasadena, California Study of placement, follow-up and continuation training

Rochester Athenaeum and Mechanics Institute, Rochester, New York Study of use of cooperative work programs

San Francisco Junior College, San Francisco, California
Inquiry into ways of making community surveys
to determine the kinds of terminal courses
best adapted to individual communities

Scranton-Keystone Junior College, La Plume, Pennsylvania.

Study of the utilization of community committees

Weber College, Ogden, Utah
Study of selection and organization of terminal courses especially suited to needs of
the Ogden area

Wright Junior College, Chicago, Illinois
Study of ways of evaluating the results of
terminal courses

Sincerely yours,

W. W. BRIERLEY

President C. C. Colvert

American Association of Junior Colleges

Monroe, Louisiana

Copies to Dr. W. C. Eells, Executive Secretary,

Dr. Ingalls, and Dr. Campbell

Note: On March 21, 1941, a similar appropriation was voted to Meridian Junior College, Meridian, Mississippi, for a study of a program of diversified occupations.

Report of the Commission, 1941

DOAK S. CAMPBELL

Chairman of the Commission

The Commission on Junior College Terminal Education was created in response to a widespread demand for a thoroughgoing study of the junior college. For several years the American Association of Junior Colleges had been seeking ways and means for such a study. At the annual meeting of the Association in Grand Rapids, February, 1939, formal action was taken giving the authority for the appointment of the commission as follows:

A motion prevailed authorizing the President and Executive Secretary to proceed according to their best judgment in making application for research funds, and that they appoint such subcommittees as might prove desirable.*

Acting upon this authority, the President of the Association appointed a Policy Committee to work out the plans for such a study and "to supervise such a study if funds can be secured to finance it". A grant was secured from the general Education Board to cover the expenses of the committee.

This committee met in Atlantic City, New Jersey, on September 1 and 2, 1939. Representatives of the General Education Board were present and participated in the discussions.

After canvassing various possibilities it was decided:

- 1. that the area of terminal education would receive first consideration
- that an exploratory study of one year's duration would be undertaken
- 3. that such subsequent studies would be planned and undertaken as the results of the exploratory study might indicate
- 4. that formal application be made to the General Education Board for funds to make the exploratory study
- that the committee be designated as the Commission on Junior College Terminal Education with D. S. Campbell as chairman and W. C. Eells as secretary of the meeting
- 6. that Rosco Ingalls as chairman, D. S. Campbell, and Byron S. Hollinshead be designated as an Executive Committee of the Commission to act for the Commission in the interim of meetings of the Commission. This committee was designated later as the Administrative Committee.

The Administrative Committee carried forward the details of securing a grant of \$25,000 from the General Education Board and, with the Executive Secretary, set up the detailed plans for carrying forward

^{* &}quot;Minutes of the Executive Committee, March 4, 1939," Junior College Journal (May, 1939), 9:549.

the study. The appropriation was authorized on December 7, 1939, and the work was begun January 1, 1940.

At the annual meeting of the Association, February 29-March 2, 1940, a report of progress of the study was made and plans for continuing the work were discussed and agreed upon. These plans included a proposal for an extension of the study beyond the exploratory year and a request to the General Education Board for funds, the plans and application to be submitted to the Commission in November, 1940.

Early in June, 1940, however, the Administrative Committee was informed that, because of certain changes in the program of the General Education Board, any plans for continuing the study and any request for further funds would have to be made earlier than the date set up for that purpose. Consequently, the committee held a special meeting in Denver, Colorado, July 13 and 14, at which Dr. Eells and a representative of the General Education Board were present. By the time of this meeting, it had become evident to the committee that it would not be feasible to plan a continuation study of such nature and proportions as had been thought of originally. Consequently, plans and objectives were furnished and sent to members of the Commission.

These plans and objectives were approved by the Commission at a meeting in Chicago, Illinois, August 1-September 1, 1940, and the Administrative Committee was authorized to carry the plans into effect. These plans included a request to the General Education Board for a grant of \$45,500.

At its meeting in Chicago the Commission agreed that, with its adoption of present plans for continuation of the study and the delegation of responsibility for the execution of those plans to its Administrative Committee, it should make a final report of its work at the annual meeting of the Association in Chicago, February, 1941.

At a meeting of the Commission in Chicago, February 26, 1941, a report of the Administrative Committee was read by Chairman Ingalls. Upon motion, the report as presented by Chairman Ingalls was adopted unanimously by the Commission. A report of the Exploratory Study will be made by Dr. Eells ¹ and a detailed report of the work and plans of the Administrative Committee will be presented by Chairman Ingalls. These two reports, together with this summary of its actions, constitute the report of the Commission on Junior College Terminal Education.

Respectfully submitted,

DOAK S. CAMPBELL, Chairman.

Approved by unanimous action of Commission on Terminal Education in session at Chicago, February 26, 1941

¹See Junior College Journal (May, 1941), 11: 582-3.

Administrative Committee of the Commission on Junior College Terminal Education

The Continuation Study 1941-1944

ROSCO C. INGALLS

Chairman of the Administrative Committee

A review of records for the annual meetings of the Association provides some facts that make an appropriate introduction to this report. At the Grand Rapids meeting in February, 1939, the Committee on Vocational Education in the Junior College made a report that defined principles for terminal education and submitted recommendations for action by the Association. Following the approval of this 1939 report, there was created by the President of the Association, the Committee of Eleven on Policy, which is now known as the Commission on Junior College Terminal Education. This Commission, acting for the Association, applied to and secured from the General Education Board of New York a grant-in-aid of \$25,000 to conduct a oneyear exploratory study in the field of junior college terminal education. At the Columbia, Missouri, meeting of the Association in 1940, the Commission presented a report which reaffirmed certain principles fundamental in the philosophy of junior college terminal education. The Commission also at this time defined eight specific objectives and work projects to be undertaken during 1940, to be designated as the Exploratory Study. Dr. Eells, who was employed by the Commission as Executive Director for this one-year Exploratory Study, has now reported to you the work undertaken,1 the progress made, and the achievements attained in each of the eight defined areas of the study. Final publication of the reports will soon be in your possession for information and guidance. These publications will merit your commendation to Dr. Eells for his energy, zeal, enthusiasm and thoroughness in carrying forward the work of the Commission.

In our report of one year ago the Commission announced that, "If this year's Exploratory Study in the field of terminal education, and changing economic and social conditions which continue to emphasize the need for new patterns in educational service for youth, indicate that one year's work is insufficient to meet our problems, then your committee is prepared to set up new tasks and guiding principles to cover several years of continuing study and report."

As early as July, 1940, it became evident to the Administrative

¹ See Junior College Journal (May, 1941), 11: 582-3.

Committee for the Commission that a Continuation Study of Junior College Terminal Education was necessary. The committee met with Dr. Eells in Denver on July 13 and 14, and formulated a plan with objectives and policies for a Continuation Study. This plan was amended, revised, and approved by the Commission at a meeting in Chicago on August 31 and September 1. Accordingly, an application for a new grant of \$45,500 was made to the General Education Board for the Continuation Study. This request was approved. Dr. Campbell has reported to you the various factors influencing the decisions determining the direction and extent of the Continuation study for 1941-1944. Marked progress has been made by this date in putting into effective motion the various features of the Continuation Study plan.

Responsibility for the supervision and coordination of the study has been delegated to the Administrative Committee of the Commission, consisting of the following members:

Dr. Rosco Ingalls, Chairman

Dr. Doak S. Campbell

Mr. Byron S. Hollinshead

Mr. Leland L. Medsker, Secretary

The President of the Association, by action of the Commission on February 26, 1941, has been added to the committee as an ex officio member.

The Administrative Committee submitted the request to the General

Education Board for a grant-in-aid in the following terms:

"On behalf of the Commission on Junior College Terminal Education of the American Association of Junior Colleges, the Administrative Committee respectfully requests a grant of \$45,500 for that part of this proposed study concerned with workshops, publications, a clearing office center, the expenses of supervision, and contingencies. It further requests the General Education Board to make individual grants to a number of junior colleges on the type of projects for institutional study described in applications to be submitted.

"The committee believes the results of this study will stimulate the offerings of junior colleges in the field of terminal education. The committee believes, further, that the development of terminal education will enable junior colleges to serve a larger usefulness in the education of young people."

The approved Continuation Study has defined four areas in which work will be carried forward. These are:

- 1. Workshop conferences and other methods of implementation on junior college terminal education in 1941, 1942, and 1943.
- Cooperative studies in a number of junior colleges on various phases of junior college terminal education. The number of institutions, the selection of the institutions, and the projects to be undertaken by each, will be made by the General Educa-

tion Board with the assistance and advice of the Administrative Committee of the Commission.

Publications during, and at the end of, the three-year period containing reports, summaries, and recommendations that will

be of value to the junior colleges of the nation.

4. A Clearing Office Center to provide coordination of correspondence, news releases, coordination with special studies directed by the American Association of Junior Colleges and its Executive Secretary. The Clearing Office Center should be established in the headquarters of the Association of Junior Colleges at Washington, D. C. The Executive Secretary of the Association would be responsible for carrying out these activities under the direction of the Administrative Committee of the Commission.

The Administrative Committee has organized its work of supervision and coordination in accordance with three policies.

- The disbursing agent for the Administrative Committee is the secretary of the committee, Leland L. Medsker. Checks are countersigned by Doak S. Campbell, Chairman of the Commission. Expenditures must have pre-authorization by the committee.
- 2. Funds for institutional study are direct grants to the institution from the General Education Board and the institutions account directly to the General Education Board for the expenditures. However, institutions are responsible to the Administrative Committee for the experimental work undertaken; for supplying a staff member free of charge, except for traveling expenses, to the workshops; and for the contribution of material to the Clearing Office Center as well as for publications.
- 3. Since each member of the Administrative Committee is in or near an institution participating in the proposed study, coordination will be provided by selecting individuals actively engaged in the study and making them responsible for coordination. For example, the chairman of the Coordinating Committee should be located in Los Angeles and work under the direction of Dr. Ingalls. Other members of the Coordinating Committee would be located in or near Chicago, Nashville, and Scranton. The Coordinating Committee, therefore, consisting of those actively engaged in the study, would be in close touch with the members of the Administrative Committee at all times.

Ten principles define the educational philosophy that directs the work of the committee.

 The junior college marks the completion of formal education for a large and increasing proportion of young people, and, therefore, should offer curricula designed to develop economic, social, civic, and personal competence. These curricula are designated as "Terminal." 2. Terminal education at the junior college level, includes so-called "general" education designed to prepare students for social citizenship and for individual happiness, and semiprofessional and perhaps other types of vocational education, designed to prepare students for economic independence.

3. The junior college, through consisting of a variety of sizes and types, is essentially a community institution, and, therefore, has a special obligation to meet fully the needs of its own con-

stituency.

4. While course materials offered in terminal work vary with community needs and types of student body, the general problems encountered in offering terminal work are similar in nearly every community.

5. Junior colleges should offer work suited to the best interests and abilities of their students and less restricted by concern for duplicating the existing pattern of courses of other institutions.

6. Junior colleges need to offer an inservice training for their own faculties on the problems of junior college terminal work. Summer workshops for junior college instructors should be staffed as largely as possible by junior college people and should be held whenever possible on junior college campuses.

7. Junior colleges need to develop their own consultants on the problems of terminal education. These consultants should be

members of junior college staffs.

8. Some junior colleges should be selected to do special work on the general problems of terminal education. Such institutions should have the responsibility of providing staff members for workshops and for year-round services to neighboring institutions.

9. Correlating studies in consumer education, adult education, etc., should be sponsored by the American Association of Junior

Colleges.

10. Cooperation should be provided with the NYA and industrial organizations interested in aiding the education of terminal students by providing work experience.

The Administrative Committee announces at this time the completion of all arrangements for three 1941 Summer Workshops on Junior College Terminal Education. Each will be conducted essentially on the policies that characterize "workshops" for inservice teachers rather than the usual summer session type of course. These centers are located at George Peabody College for Teachers in Nashville, Tennessee, at the University of California in Los Angeles, and at the University of California in Berkeley. It is to be hoped that in the summer of 1942, sufficient consultants will be available from studies going on at individual institutions to provide staff and materials for additional workshops. The committee hopes that one of these workshops will be located in the North Central area, one in the Middle States, and one in the New England area.

Workshop at George Peabody College

The workshop at George Peabody College for Teachers has the following features:

Purpose:

It is concerned with the improvement and expansion of terminal education courses in order that youth of junior college age may be served in the best ways available.

Procedure:

Efforts will be centered about attempts to solve self-discovered junior college problems relating to terminal education. An air of informality will pervade the junior college workshop. Opportunities will be provided for members and staff to know each other personally and apart from the serious aspects of their work. All meetings will be in the nature of friendly get-togethers, rather than formal meetings. Such a procedure, it has been demonstrated, is conducive to results more in keeping with the purposes and objectives of a workshop.

Recreation:

Excellent opportunities for a varied program of recreation are available in and around Nashville. Participants in the workshop will be encouraged to use their own freedom and pleasure in arranging their recreational activities. In no sense will participants be regimented in their program of activities.

Problems for study:

Problems now being studied in the selected junior colleges from which staff members are to be invited are as follows:

- 1. Study of guidance procedures with oncoming student popula-
- 2. Study of aptitude tests for admission to semiprofessional curricula
- 3. Study of placement, follow-up and continuation training
- 4. Study of use of cooperative work programs
- Inquiry into ways of making community surveys to determine the kinds of terminal courses best adapted to individual communities
- 6. Study of the utilization of community committees
- 7. Study of selection and organization of terminal courses especially suited to the needs of the Ogden (Utah) area
- 8. Study of ways of evaluating the results of terminal courses.

This list of problems is suggestive of what is being done in the selected junior colleges and is not meant to define limits. Other problems of significance may be introduced on which the participants in the workshop will center their efforts.

Staff:

The workshop will be under the direction of Dr. Charles W. Knudsen, professor of education at George Peabody College Five members of the staff of consultants will be representatives of junior colleges now engaged in intensive study of a restricted number of problems of terminal education. Three additional members of the staff have been selected from among persons intimately associated with the work of junior colleges and with study of its problems.

The staff consists of the following persons:

J. Hooper Wise, Professor of Education and Chairman, Comprehensive Course, Reading, Speaking, and Writing, University of Florida, Gainesville, Florida.

"Language in General Education"

Beulah Thompson, District Supervisor of Home Economics, Arkadelphia, Arkansas.

"Home and Family Life"

Leo F. Smith, Evaluation and Personnel, Rochester Athenaeum and Mechanics Institute, Rochester, New York.

"Cooperative Work Program"

Louis E. Armstrong, Assistant Professor of Social Sciences, George Peabody College for Teachers.

"Social Studies in Terminal Courses"

Joseph O. Carson, Teacher, Related Work, Meridian Senior High School-Junior College, Meridian, Mississippi.

"Diversified Occupations Program"

John F. Humes, Coordinator in Terminal Study, Scranton-Keystone Junior College, La Plume, Pennsylvania.

"Utilization of Community Resources"

Leland L. Medsker, Department of Occupational Research, Chicago, Illinois. "Evaluation of Results of Terminal Courses"

H. A. Dixon, President, Weber College, Ogden, Utah. "Selection and Organization of Terminal Courses"

Enrollees and Participants:

All persons who participate in the workshop will be expected to enroll for course number 568F for one-half of the summer quarter. Graduate credit will be allowed on request to all persons who meet the requirements for entrance to the graduate school and who, in the judgment of staff members, do creditable work. Those participating will not enroll for other work with the college. A maximum of eight hours credit may be earned by those participating in the workshop.

The workshop group will be composed primarily of selected representatives from the faculties of 50 junior colleges. The representatives selected from these junior colleges will receive a small amount of financial assistance. Each representative will be selected by a committee of the Commission on Junior College Terminal Education. Application for enrollment in the junior college workshop should be addressed to Leland L. Medsker, 226 North La Salle Street, Chicago, Illinois.

Permission to enroll as a participant in the junior college workshop will be granted to a limited number of persons who may not be appointed officially, and who wish to attend at their own expense.

Special Opportunity for Junior College Administrators:

Special invitations will be extended to 50 deans and presidents of junior colleges to attend the Annual Curriculum Conference, July 24-26. These visitors will be given the opportunity to look in on the activities of the junior college workshop, which will be in progress at the same time. Meals and lodging will be provided at Ward-Belmont for those who accept this invitation as part of the workshop administrative expense.

Method of Work:

As a result of cumulative experience in providing opportunities for teachers' growth in service (illustrated in the Eight-year Study of the Commission on Secondary School Curricula; the Adolescent Study; the Commission on Human Relations—all of the Progressive Education Association; the Commission on Teacher Education of the American Council on Education; the Southern Association Study; and curriculum laboratories conducted at various colleges and universities), a workshop procedure will be followed. According to this procedure, staff members and enrollees have extended opportunities for working intensively on their own particular problems.

Secretarial help will be provided for participants in the workshop to the extent of one full-time secretary and one part-time secretary. It is suggested, on the basis of experience in previous workshops, that participants will want to express in written form a good many of their tentative conclusions, and to describe in written form a good many of their procedures followed in arriving at tentative conclusions.

Housing the Conference:

Participants in the junior college workshop, including staff members, will live on the Ward-Belmont Junior College campus. Materials with which to work, in so far as possible, will be assembled on that campus. Any participant who wishes to do so may make use of material which is available either in the curriculum laboratory at George Peabody College or in the joint library, which is housed on the Vanderbilt, Peabody, and Scarritt campuses.

Living quarters will be available in the dormitories at Ward-Belmont, and the Ward-Belmont dining room will be open to enrollees. The cost of board and room for the total period will be \$50 in a double room and \$55 to \$60 in a single. The tuition and fees amount to \$39.50.

Workshops at University of California

The workshop plan at the University of California has the following features:

Purpose:

The programs to be offered in the two summer sessions of the University of California are designed primarily to meet the demand for an expanded type of inservice training for persons already engaged in teaching in junior colleges. Other students may be admitted with the consent of the instructor. In keeping with best current practice regarding inservice training, the classes will be limited in size, and courses will be conducted on the workshop basis, each class meeting daily for a three-hour period of discussion and group study.

In general, it is assumed that those who enroll for the workshops will give full time to the programs. There may be some, however, who will wish to devote part of the day to the terminal education courses and part to other offerings of the summer session. For such, there is available a generous array of helpful courses. These are described in the regular summer session at either Berkeley or Los Angeles.

Procedure:

On each campus there will be a two weeks' conference which will be coordinated with the general program at which leaders will be responsible for reporting and interpreting the special studies of junior college terminal education now being carried on locally and nationally.

These two weeks' conferences for junior college administrators and for the personnel participating in one or more of the workshop activities will be held from July 7 to 18 inclusive, at Berkeley, and from July 21 to August 1, inclusive, in Los Angeles. The conference will be coordinated with the other programs of the workshop plan and will include reports from the persons in charge of special studies about junior college terminal education now in progress in eight junior colleges of the nation. The topics of the conference will include: (1) surveying the community to determine needs for terminal courses; (2) utilizing community committees in terminal work; (3) student personnel procedure for guidance in terminal work; (4) testing to determine student aptitudes for semiprofessional courses; (5) cooperative work programs; (6) placement, follow-up, and continuation (7) evaluating and terminal program; (8) selecting instructors for terminal field courses and constructing courses in these fields.

There will be no fee for these 10-day conferences, but those who enroll for the six weeks' workshop program will pay the regular fee of \$35 for the summer session.

Cooperative Organizations:

The Departments of Education of the University of California at Berkeley and Los Angeles

The California State Department of Education

The California Junior College Federation

The American Association of Junior Colleges' Administrative Committee of the Commission for the Continuation Study of Junior College Terminal Education.

Advisory Committee:

Douglass, Aubrey A., Ph.D., Chief of Division of Secondary Education, State Department of Education.

Freeman, Frank N., Ph.D., D.Sc., Dean of the School of Education, University of California, Berkeley.

Ingalls, Rosco C., LL.D., Director, Los Angeles City College.

Lee, Edwin A., Ph.D., Dean of the School of Education, University of California, Los Angeles.

Staff:

At Berkeley

Ewert, William V., M.A., Instructor and Dean of the Department of Social Studies, Bakersfield Junior College, Bakersfield, California.

Hollinshead, Byron S., M.A., President of Scranton-Keystone Junior College, La Plume, Pennsylvania, Consultant on Junior College Terminal Education for the General Education Board of the Rockefeller Foundation, February to June 1940.

Ward, Phebe, A.B., Instructor in English, San Francisco Junior College, San Francisco, California.

At Los Angeles

Clark, William A., B.S., Instructor in Construction Engineering and Assistant in Curriculum Development, Rochester Athenaeum and Mechanics Institute, Rochester, New York.

Myers, Orvil F., Ph.D., Curriculum Adviser, and Chairman of the Philosophy and Psychology Department of Los Angeles City College, Los Angeles, California. Pryor, Leland M., M.A., Director of the School of Business, Pasadena Junior College, Pasadena, California.

177A. Philosophy of Terminal Education in the Junior College. Courses Offered June 30-August 8:

At Berkeley-Mr. Hollinshead At Los Angeles-Mr. Myers

The course will first seek to relate the field of junior college education to the scheme of education as a whole, giving specific attention to the relation of the junior college to the high school, the four-year college, and the university. A brief study of the various philosophies of junior college education expressed in the past will be made, and these will be evaluated in the light of present-day needs and educational demands. Full consideration will be given to the problems of both small and large institutions.

The major emphasis of the course will be given to a study of the actual student needs in order to formulate a philosophy to guide specific junior college work. In this connection the intellectual and cultural characteristics will be given consideration, together with student problems in connection with vocational interests of society. Problems relating to general education and vocational education will be discussed in the light of a philosophy of terminal education. The implications of this philosophy will be considered in connection with the construction of curricula, the differentiation of teaching methods, and with administrative problems. The course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th F, 9-12.

At Berkeley Only

177B. The Teaching of Government and American History in Terminal Curricula.

Mr. Ewert

Since the junior college is becoming the terminal point of the education of many of our students, the junior college political science and American history instructors of these institutions have a responsibility to equip these youths in a relatively short time with an intelligent understanding of American life and institutions and to place in perspective America's relationship to the rest of the world. The emphasis will center on the evaluation of recent major developments in the teaching of principles of government and American history in junior colleges. Emphasis will also be placed on needs of students in terminal courses and the problems presented in selecting instructional material for courses in principles of government and American history. A maximum of concrete problems of the individual teacher with proposed solutions will be included. The course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th F, 1:30-4:30.

177C. The Teaching of English in Terminal Education Curricula.

Miss Ward

Designed for teachers of English now working in terminal courses in junior colleges. Emphasis will be placed on such items as the following: selecting the content of instructional program; needs of students in English courses; principles to be followed in constructing and revising English courses; analysis of objectives; procedures for evaluating outcomes; lesson planning and techniques of presentation; methods of teaching; cooperative arrangements with advisory committees for terminal curricula; coordination with other courses. A maximum of concrete problems of the individual teacher with proposed solutions will be included. This course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th Fr, 1:30-4:30.

At Los Angeles Only

177G. Teaching Terminal Curricula in the Business Fields.

Mr. Pryor

The course will explore the range of employment opportunities in business fields in order to discover those courses and curricula that may be adapted to the terminal type of junior college instruction. The terminal or semiprofessional point of view will be contracted with that of the business college specializing in short courses; and the university department giving intensive training in the whole field of business method and theory.

Specific consideration will be given to the nature of the student in the junior college in terms of interests, ability, and social and intellectual backgrounds, and implications will be drawn from these studies as to the method of instruction most effective in terminal education, and the type of curricula to be offered, and suggestions as to the course content of the curricula. The needs of the student, the problems of the teacher, and the requirements of the vocational fields will be constantly held in mind.

Other problems will include building and equipment needs, cooperative work plans for students, selection of qualified teachers, advisory committee relationships, criteria for the selection of students to be trained in these fields, procedures in improving articulation with high school courses preparatory to these curricula, placement records for students and graduates, with follow-up procedures for educational adjustment, and such other problems in the instructional field as may be submitted by members of the conference. This course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th F, 1:30-4:30.

The course will consider the implications of terminal education for engineering curricula in the junior college. Distinctions will be made between the terminal courses and courses of related nature that may be taken in trade schools, institutes of technology, and university schools of engineering.

A study will be made of the entire range of engineering employment in order to determine what training may profitably be given in two years. The vocational interests of students, the employment possibilities, and the opportunities of junior college graduates in engineering will be kept constantly in mind.

Careful consideration will be given to the methods of instruction and the problems of administration of engineering curricula. Such items as the problem and place of skills, shop work, working principles, and theories of engineering education will be discussed in the light of the terminal point of view. Suggestions will be made concerning methods of building curricula, and the content of specific terminal curricula for engineering students in the junior college.

Other problems will include building and equipment needs, cooperative work plans for students in these courses, selection of qualified teachers, advisory committee relationships, criteria for the selection of students to be trained in these fields, procedures in improving articulation with high school courses preparatory to these curricula, placement records for students and graduates with follow-up procedures for educational adjustment, and such other problems in the instructional field as may be submitted by members of the conference. This course will be conducted on a laboratory-discussion basis. 2 units. M Tu W Th F, 1:30-4:30.

Scholarships

The committee announced the establishment of a tuition-scholarship plan associated with the three 1941 workshops. A letter to all Association member institutions, under date of March 31, explained that a limited number of scholarships will be available out of funds from a grant by the General Education Board. The scholarship will be a substantial aid in assisting with living expenses and tuition incurred by attendance at the workshop. In cases where the recipient of a scholarship is able to live at home and commute to the workshop, an allowance may be made in terms of travel distance to and from the workshop.

Please be guided by the following considerations in making application for scholarships:

- 1. Scholarships will be awarded generally only to full-time staff members who devote a major portion of their time to instruction except in the case of special types of workers such as guidance officers, etc.
- 2. The following ratio will determine the number of scholarships that may be awarded to any one institution:
 - One scholarship to an institution with a faculty from 1 to 38 people.
 - Two scholarships to an institution with a faculty from 39 to 63 people.
 - Three scholarships to an institution with a faculty of 64 or above.
- 3. The Scholarship Committee needs considerable information about applicants. Will you, therefore, have those members of

your faculty who are interested and who have not yet made application, fill out the enclosed blank [see opposite page for copy of this blank] and return by April 15 to:

Leland L. Medsker

Chicago Board of Education

228 North LaSalle Street

Chicago, Illinois.

If more information is needed from those whose applications are already in, the candidates will be contacted directly. The awarding of scholarships will be made by a Scholarship Committee, working on a regional basis, by May 1.

The Administrative Committee makes, at this time, the additional announcement that the General Education Board has taken favorable action on applications for a grant-in-aid received from nine junior colleges in the United States. Each of these applications was submitted by the administrative heads of the college after approval by the faculty and the governing board of the institution. The grant to these colleges totals \$57,800. The Administrative Committee announces, also, that the study projects submitted in the applications have been coordinated with the master plan for the Continuation Study and that work has been started by each institution with the opening of the spring semester—approximately February 1, 1941.

The names of the nine institutions and the specific purposes for which the grants were made are as follows:

BAKERSFIELD JUNIOR COLLEGE, Bakersfield, California. Study of guidance procedures with oncoming student population to provide data on which to base curriculum planning, personnel services and student adjustment policies.

Los Angeles City College, Los Angeles, California. Study of aptitude tests for admission to semiprofessional and other types of terminal curricula.

MERIDIAN JUNIOR COLLEGE, Meridian, Mississippi. Diversified occupations program.

PASADENA JUNIOR COLLEGE, Pasadena, California. Study of placement, follow-up, and continuation training for students and graduates of terminal curricula.

ROCHESTER ATHENAEUM AND MECHANICS INSTITUTE, Rochester, New York. Study of the characteristics of cooperative work programs associated with terminal educational programs.

SAN FRANCISCO JUNIOR COLLEGE, San Francisco, California. Inquiry into ways of making community surveys to determine the kinds of terminal courses best adapted to individual communities.

SCRANTON-KEYSTONE JUNIOR COLLEGE, La Plume, Pennsylvania. Study of the utilization of community committees in terminal education work.

AMERICAN ASSOCIATION OF JUNIOR COLLEGES OFFICERS THE JUNIOR COLLEGE JOURNAL C. C. Couver, Presid Monroe, Louisiana Woshington, D. C. Executive Office 730 Jackson Place, Washington, D. C. OAR S. CAMPBELL, Cheirm Noshville, Tennamen APPLICATION FOR APPOINTMENT TO SUMMER WORKSHOP ON JUNIOR COLLEGE TERMINAL EDUCATION Name of Institution Application is hereby made for appointment of to attend workshop at: Peabody College, Nashville, Tennessee University of California at Berkeley University of California at Los Angeles In support of this application the following data are submitted: Position of applicant in institution Special interest in terminal courses Special problem you desire to work on in the summer workshop: Years experience teaching in junior college____; elsewhere___ Total enrollment of your junior college_ Percentage of student enrollment in terminal courses Number of faculty: Full-time ; Part-time Signed_ Name of Institution Address

COPY OF APPLICATION BLANK FOR SCHOLARSHIP TO SUMMER WORKSHOP ON JUNIOR COLLEGE TERMINAL EDUCATION

(Please attach to this additional data supporting your application.)

WEBER COLLEGE, Ogden, Utah. Study of selection and organization of terminal courses especially suited to needs of the Ogden area.

WRIGHT JUNIOR COLLEGE, Chicago, Illinois. An evaluation of the terminal general program and the terminal occupational program at Wright Junior College with the formation of a workable procedure that may be applicable to other schools.

It is to be noted especially that each of the institutions receiving a grant-in-aid from the General Education Board has assumed five specific obligations. These are:

- To pay the summer months' salary of the coordinator who is assigned to the direction of the project and who will serve as a workshop consultant.
- To furnish interim and final reports on the project and findings of the project for distribution among junior colleges of the region and of the nation.
- To make available the coordinator of the project without loss of salary to neighboring institutions wishing short time consultation service on problems of the same or of a similar type.
- 4. To release the coordinator of the study without loss of salary for one or more conferences with other coordinators during the semester.
- 5. To give additional needed financial support of the project as it may develop beyond limits financed by the grant-in-aid from the General Education Board. Present prospects are that each dollar of the General Education Board grant will be matched by another dollar from the receiving institution.

You will understand, then, that the Continuation Study is not limited to the workshops and nine cooperating junior colleges. It provides abundant opportunities for participation by many faculty members and great potential benefits to all junior colleges throughout the nation.

The Continuation Study is the most ambitious program in the field of terminal education that has been undertaken by this or any other association.

The members of the commission and its Administrative Committee regard highly the trust and responsibility delegated to them for carrying forward successfully this significant Continuation Study in Junior College Terminal Education.

Rosco C. Ingalls,

Chairman.

Objectives for the Nine Projects Under the General Education Board Grants

Bakersfield Junior College Project

Director of the Study: J. W. McDaniel

Guidance Procedures with Oncoming Student Population

Bakersfield Junior College, in cooperation with three near-by high schools, is making a study of materials and procedures useful in counseling oncoming junior college terminal students.

Primary purposes of the study include:

- 1. To evaluate certain standardized tests and inventories in terms of their prediction of educational and vocational success in junior college terminal curricula and in terms of their utility in counseling.
- 2. To evaluate certain counseling procedures in terms of their contribution to optimal student distribution and adjustment.
- 3. To define the needs of 11th grade pupils within the area studied.
- 4. To compare pupil needs with school opportunities and diagnose needed adjustments.
- 5. To determine effective methods for counselor-teacher-pupil cooperation in achieving optimal adjustment.

Methods employed in the study:

In general the study involved appraisal of the needs of 11th grade pupils, counseling and curricular adjustments on the basis of discovered needs during the 12th, 13th, and 14th grades, and evaluation of the worth of the measurement and counseling procedures by a matched group technique. Specific procedures include:

- Preliminary definition by high school and junior college counselors of the factors involved in desirable pupil distribution after high school graduation.
- Accumulation and analysis of practically obtainable information on the abilities, interests, achievement, adjustment, home background, probable educational and occupational destinations of 11th grade pupils. This involves individual interviews and group testing.
- Individual interviews with second semester juniors to counsel
 on senior programs that best anticipate later needs. These interviews will make clinical use of accumulated pupil information.

- 4. Re-tests and follow-up counseling during the 12th, 13th, and 14th grades, with special attention to terminal students.
- 5. Evaluation of the contributions of the testing and counseling programs to better curricular adjustment, reduced failures and drop-outs, saving in repair courses, increased rationality of student choices, and better articulation between the high school and the junior college.

Progress report on the study:

Work on the project was begun in February, 1941. By the end of April, an eight-hour test battery will have been given to approximately 1,500 11th grade pupils in three high schools. Scoring, tabulating, and profiling on the basis of national and local norms are proceeding rapidly enough to assure availability of results from these tests for counseling during the present semester. Preliminary interviews have been held with most of the juniors in one large high school. Except for a matched control group, at least one interview will be held with each pupil during this semester. Further analysis of findings and implications for curriculum and guidance is planned for the summer.

Los Angeles City College Project

Consultant for the Study: K. H. LANOUETTE

Aptitude Tests for Admission to Semiprofessional Curricula

Definition of problem:

- 1. To determine the best methods for using to the fullest extent the student's previous school records (especially high school, in scholarship, health, personal qualities reports, and other available data), in determining aptitude for admission into semiprofessional curricula and in promoting improved continuity in training through the public secondary schools.
- To make job analyses in each semiprofessional field to determine skill qualities and personal characteristics necessary for beginning employment. These job analyses, also, will be directed toward determining content, material, and method in the various courses of instruction.
- 3. To make analyses of employed personnel in the fields recognized by our various semiprofessional curricula to determine the qualities successful practitioners possess. The purpose then will be to set up selective procedures to select applicants for admission to training who have the qualities evidenced by successful practitioners.
- To examine all present available aptitude testing procedures for admission to employment in fields covered by our semiprofessional curricula.
- 5. To create, experiment with, and determine the validity of any new aptitude testing procedures.
- To examine, experiment, and test the validity of any existing occupational aptitude, or other tests, used in industry at the present time.
- To coordinate for the purpose of developing a cooperative plan, various groups such as employers, employees, State Employment Service, school guidance, pupils, and teachers.
- 8. To select for experimentation those semiprofessional fields in which the greatest educational need is indicated for City College and for the Los Angeles metropolitan area.
- 9. To issue from time to time special bulletins to all concerned with the present status of aptitude testing in various terminal fields and to give progress reports in findings made in connection with the special studies we are conducting.

Considerable preliminary progress has already been made in this field by City College. Teachers and counselors working cooperatively have attempted to apply tests to select those students best qualified for admission to certain semiprofessional curricula. Examples of curricula concerned are (1) dental assistants (2) library clerical aides (3) peace officers (4) nurses (5) legal secretaries. The proposed study will attempt to validate procedures that have been or may be used.

Progress report:

A five-fold plan of attack has been set up and the various activities here listed actually are being pursued concurrently so that no aspect may be neglected for any other. It is conceivable that as more information becomes available, one or the other of these activities may take precedence. It will be seen that the general idea is to localize the problem and to define it as sharply as possible before wasting time in trying to test something yet too fluid to be measured.

- Survey of the ground. Letters have been and are being sent to institutions, Federal, state and municipal agencies, representatives of industry, business, employers, etc., seeking information as to their methods of selecting personnel and what we can do to meet their requirements.
- 2. Personal contacts are being made with representative groups and individuals to find out how best we may achieve the requirements upon which economic competence and civic responsibility have their dependence. Both the above are means of establishing criteria against which we must measure our results.
- Library research is under way as to the most modern developments of testing technique in an area which is, to say the least, a little strange to the established academic viewpoint.
- 4. A thorough breakdown analysis of two or three of our more well-established semiprofessional curricula is under way. This analysis will go beyond the catalog description and attempt to segregate actual course content, and the underlying aptitudes which they presuppose.
- 5. Bringing pressure on the problem from another direction, attention is being directed to all information concerning the student which is available covering the period prior to his entry at our institution. For the moment, this is confined to a survey of the available high school records.

With the accumulation of facts from these different directions, a narrowing of effort to concentrate more directly upon our specific problem should be possible.

Meridian Junior College Project

Consultant for the Study: J. O. CARSON

Diversified Occupations Program

- 1. Time to be spent in occupational work.
- 2. Planning schedules.
- 3. Methods of relating the academic work of the college.
- 4. Individualizing instruction in the semiprofessional program.
- 5. Evaluating training by consultation with employers.
- Use of faculty as consultants on occupational problems by individual students.

Pasadena Junior College Project

Consultant for the Study: C. C. STEWART

Placement, Follow-Up, and Continuation Training

Objectives:

- Development of principles, forms of organization and practices in the fields of placement, follow-up and continuation training in terminal education on the junior college level throughout the country.
- 2. Evaluation of terminal courses offered by junior colleges in the light of the findings of this study of placement and follow-up.
- 3. Leavening of the thinking of junior college teachers along the line of terminal education, placement, follow-up and continuation training (through workshops, summaries, reports, conferences, etc.).
- Laying a foundation upon which recommendations for modification of the curriculum, of guidance procedures, and of placement, follow-up and continuation practices may be made and carried into effect.

Procedures:

- 1. To clarify and amplify our objectives and desirable outcomes.
- 2. To become thoroughly familiar with what has been done and is being accomplished in the three fields in order to discover effective organization and functions.
- To set up general committees and other forms of organization representative of the junior college faculty, students, parents, employers, the junior placement bureau and other interested groups, to assist in this study.
- 4. To set up and undertake definite investigations and necessary experimentation in the fields of placement, follow-up and continuation training.

Placement studies:

- 1. Decide on specific objectives, including among others:
 - a. Determination of criteria for evaluating placement outcomes
 - Discovery of the type of placement organization (centralized, decentralized, coordinated) best suited to various types of junior colleges
- 2. Effect specific committee organization necessary for the study of placement.

3. Set up and undertake investigations, experiments, and any other necessary types of discovery devices.

Examples:

- a. Study types of placement service
- b. Study placement needs of students
- c. Study reactions of employers to various types of service
- d. Study terminal courses preparing for placement
- e. Study reactions of students and employers to these courses
- Study part-time placement and its relations to full-time placement
- g. Study group of students who were not trained in terminal courses
- h. Study group of unemployed youth who graduated from the junior college
- i. Study group of students who withdrew from the junior college

Follow-up:

- 1. Draw up specific objectives. Included would be:
 - a. Discovery of the best follow-up practices
 - b. Discovery of status of graduates from terminal courses as
 - c. Discovery of status of large group of graduates from other diploma courses to give a complete picture and aid in the understanding of the terminal education group
 - d. Discovery of graduates' need for placement and continuation training
 - e. Discovery of status and needs of withdrawals from terminal and from other diploma courses
- 2. Effect specific committee organization for the study of follow-up.
- 3. Organize and undertake investigations, experiments, and any other necessary devices.

Examples:

- a. Experiment with the Occupational Adjustment Blank developed by Edward Landy
- b. Develop supplementary questionnaire to gather information not included in the Landy blank
- c. Develop ultimately our own questionnaire to be used in the study
- d. Study terminal graduates by means of this questionnaire and/or by interview
- e. Study large group of other diploma graduates by means of this questionnaire and/or by interview
- f. Study "withdrawals" by questionnaire or interview
- g. Interview employers
 - (1) Using Landy blank as a try-out on small group
 - (2) Using a questionnaire developed locally

Continuation training:

- 1. Determine objectives for continuation training. Included would be:
 - a. Discovery of best organization for continuation training
 - b. Discovery of best methods of continuation training
 - c. Discovery of best methods of selecting staff for continuation training
 - d. Discovery of the needs of graduates for additional training or retraining
- 2. Effect detailed committee organization necessary for this phase of the study.
- 3. Set up and undertake studies, investigations, and experiments to arrive at objectives.

Examples:

- a. Use interview or mail-questionnaire to discover needs for continuation training as felt by students, employers, faculty, and advisory committees
- b. Encourage experiments with different types of courses or setups and study results
 - (1) Short-term courses
 - (2) "Opportunity school" type
 - (3) Two-shift day
- c. Determine the feasibility of the junior college's offering continuation training (obligation of employer, etc.)

Rochester Athenaeum and Mechanics Institute Project

Consultant for the Study: LEO F. SMITH

Use of Cooperative Work Programs

Objective:

The objective of the proposed project is the study of characteristics of the cooperative work program at Rochester Athenaeum and Mechanics Institute as one aspect of the cooperative study of terminal education. This will involve a more intensive analysis and interpretation of the cyclical evaluation now carried on at the institute and a possible extension of the program to include promising techniques discovered and developed elsewhere. The work program as implemented in Rochester was established more than a decade ago on the premise that experience obtained in industry should be part of a sequential series of occupational and non-occupational activities through which an individual moves in the process of achieving and living a more abundant life. It is believed that work experiences achieve optimum value only as they are coordinated and integrated with school experiences. Ways and means of achieving such coordination are fundamental to the study proposed in this request.

Procedure:

In moving toward the larger objective the project would: (1) synthesize and evaluate the techniques employed in discovering community needs and in enlisting industry's cooperation in initiating cooperative education at the institute; (2) survey the modifications made in the light of experience; (3) study the contributions which cooperative employment has made to individual motivation and development; (4) survey other cooperative work programs throughout the country in terms of techniques for relating school and work experiences; and (5) experiment with methods for improving present programs.

San Francisco Junior College Project

Consultant for the Study: PHEBE WARD

Surveying the Community to Determine Needs for Terminal Courses

Problems to be investigated:

- 1. Use of youth survey to determine present status of youth.
- 2. A survey of occupational possibilities.
 - a. Use of chamber of commerce and service organizations
 - b. Use of retail merchants and local manufacturers associations
 - c. Use of local, state, and Federal employment agencies to determine employment shortages
 - d. Gathering data from personnel managers of large industries
 - e. Requirements of small diversified industries
 - f. Use of community resources to gain occupational information
- 3. Use of community resources to improve general citizenship.

Scranton-Keystone Junior College Project

Consultant for the Study: JOHN F. HUMES

Utilization of Community Committees

Experimenting with types of committees:

We shall wish to experiment with different types of committees to find out which are most effective in a variety of ways—the development of courses, placement, follow-up, evaluation, etc. We expect to do this experimentation by appointing additional committees, some occupational and some general. We shall assign comparable specific jobs to these committees to find out which committees give the best results for different functions.

Interpretation of programs to the community through committees:

Except for the interpretation to the community which has come as a direct result of work the community committee member has performed for the college, we have not attempted the larger program of educating committee members on the problems of terminal work—the reason for it, the need of it, and its results. We should like to experiment on a program of adult education in "Education" aimed at the membership of our committees and interpreted by them to the community.

Discussion meetings between faculty and committees:

We have had sporadic meetings between faculty members and the committees which usually have taken place when specific problems arose. These meetings have been very beneficial both to the faculty and to the committee members. We should like to begin a regular and consistent program of meetings. Such meetings should have the effect of modifying or changing our teaching to meet industrial change. Further, the effect should be that of breaking down the barriers between "Town and Gown".

Using committees to provide visits by students:

We wish to use our committees more frequently for visits and to arrange for a fairly regular schedule of student trips to train for better citizenship and more occupational knowledge. On these visits we want to use community committee members as instructors to supply students with information about occupational opportunities, attitudes needed in applicants, and advice about getting a start on a job.

Use of labor leaders on committees:

Thus far, we have not used labor leaders on our committees though frequently we have consulted them. We want to use labor leaders on the committees in order to familiarize students and faculty members with labor problems and the labor point of view. We anticipate that the use of labor leaders on our committees will elicit the cooperation of labor in the work of the college in allowing students to get work experience and in providing for some types of apprenticeships.

Using committees to aid in placement and evaluation:

We have already been using community members to aid in placement but this work could be greatly improved by using a coordinator. We have not used the community committee members in evaluation except indirectly. Principally, we have used students now employed in evaluating our program. We should like to use employers and community committee members as well.

Experiments on scheduling of visits:

One of the greatest difficulties encountered in student visits is that of scheduling these visits so as not to interfere with the regular academic program. Principally, this is a matter of working out course programs allowing regular visiting periods. Also, we wish to experiment with our regular academic calendar to see whether it is possible to provide breaks in the calendar allowing for some fairly lengthy trips. We now have a bus and station wagon used for visiting purposes. Some subsidization of the transportation is necessary to allow all students to take advantage of it.

Experiments in preparing students for visiting:

Principally, preparation of students for visiting has been by instructors and by exhibits of materials. We should like to use community committee members to prepare students for what they will see when they make visits. Such a use of community committee members involves more coordination than thus far we have been able to provide.

Testing value of visits on student attitudes:

We should like to have the advantage of testing the value of visits in consultation with community members. The community members can give us information about what students should have seen, the importance of what has been seen, and some general criteria for testing reactions after visits.

Weber College Project

Consultant for the Study: H. A. DIXON

Courses Suited to Needs of Ogden Area

Problems:

- 1. Faculty study of curriculum-building for specified terminal courses.
- 2. Meetings with professional or vocational groups to learn qualifications desired.
- 3. Development of methods to keep curriculum geared to industrial changes.
- 4. Studies of student body to determine types of semiprofessional courses suited to their interests and abilities.
- 5. Experimenting with instructors from industry to work with academic faculty members.

Procedure:

The initial step of the study is a survey to determine:

- 1. The status and needs of the youth of junior college age in this area.
- 2. A follow-up study of the Weber College graduates in the terminal division.
- 3. A study of the drop-outs in the terminal division.
- Conferences with representatives of similarly situated institutions, parents, employers, and advisory committees.
- 5. A study of work opportunities.
- 6. A study of the high school seniors.

Wright Junior College Project

Director of the Study: WILLIAM H. CONLEY

Consultants: Bernard Gold, Leland Medsker, Alice Griffin, MAX D. ENGELHART

Evaluating the Results of Terminal Courses

Objectives:

- 1. To evaluate the terminal general program and the terminal occupational program at Wright Junior College.
- 2. To formulate a workable procedure for the evaluation of terminal programs that might be applicable to other schools.

Procedures:

- 1. Formulation of the basic definitions to be used in the study.
- 2. Development of a concise statement of the objectives toward which the terminal student is expected to grow.
- 3. Development of a procedure which will record and measure this growth.
- 4. Evaluation of the local program.
 - a. General programs
 - (1) Criteria: (a) Effective thinking
 - (b) Command of basic skills and understandings in the major cultural areas
 - (c) Basic understandings in the area of health and disease
 - (d) Range and type of interests
 - (e) Appreciations
 - (f) Consumer competence
 - (g) Occupational efficiency
 - (h) Personal—social adaptability
 - (i) Attitude
 - (i) Socio-civic consciousness
 - (k) Use of leisure time
 - (1) Philosophy of life
 - (2) Method: (a) Data will be collected from terminal students during the first and fourth semesters and at the end of one year after graduation
 - (b) Information not readily obtained by questionnaires and tests will be assembled by other techniques throughout the student's residence at Wright
 - (c) Among the techniques to be used are: rating scales

observational records

interviews

questionnaires
achievement tests
anecdotal records
interest inventories and scales
attitude scales
student records or diaries

- (d) Cooperative study with Morton Junior College students
- b. Occupational programs
 - (1) Criteria: In addition to those listed under the evaluation of the general program
 - (a) Placement in field
 - (b) Success on job
 - (c) Salary differential between graduates and others
 - (2) Method: In addition to those listed under methods for general evaluation
 - (a) A study of the placement records in the college and the Illinois State Employment Service files
 - (b) Conferences with employers
 - (c) Follow-up schedules for former students
 - (d) Interviews with former students and their employers
- 5. Formulation of a workable procedure:
 - a. On the basis of results locally, judge the criteria and methods
 - b. Compare with other evaluations
 - Suggest plan for continuous check-up on changing industrial conditions for occupational work

Progress report:

Work on the project was begun February, 1941. A bibliography has been compiled and extensive reading in the field has been completed. The basic definitions of the study and the objectives of the terminal curricula at Wright Junior College have been formulated. In addition, a plan for measuring and recording student growth in the direction of these objectives has been outlined. Measurement instruments for the evaluation are being selected and in the absence of effective materials new ones are being developed by the committee. Many of the forms to be used in collecting and recording data already have been prepared by this group.

By the close of June, 1941 the total program of evaluation, as it is to be carried out at Wright Junior College, will have been crystallized. Actual evaluation will begin September, 1941.

American Colleges and the Social Order

WALTER C. EELLS

The author of this volume has had 50 years of intimate acquaintance with American colleges, during almost 20 of which he has been chief executive officer of the Association of American Colleges, a position from which he retired two years ago.

"The primary purpose of the following pages," he writes in his Preface, "is to show that it is the function of the colleges to promote the general welfare. A secondary theme is that for 300 years this has been a conscious purpose of the colleges and that they have made a very appreciable contribution to this purpose. A third proposition is that the colleges are now rallying to their primary task as never before." Dr. Kelly has succeeded well in achieving this three-fold purpose. His interpretation and critical study of the development of American college education gives new perspective to many problems of higher education today.

All interested in the development and present place of higher education will find this treatment enlightening and stimulating. Junior college readers will be interested chiefly in the 10-page chapter "The Junior College, Competitors or Allies?" Dr. Kelly recognizes that there have been misunderstandings and antagonisms but feels there is no permanent place for these maladjustments in American democracy.

"The junior college," he concludes, "seems to have come to the aid of our American education for just such a day as this. It now meets a tremendous challenge in American life, by which the high school and the liberal college also are confronted, to help to preserve and maintain our American democracy. The leaders of our high schools, our junior colleges, and our liberal colleges should join hands in restating and applying to contemporary life the greatest conception of human relationships that has ever developed in the mind of man, the conception of democracy."

^{*} Review of Robert Lincoln Kelly's American Colleges and the Social Order. Reprinted from Junior College Journal (February, 1941), 11:353-4. This review is included in order to emphasize Dr. Kelly's 10 points which show no conflict between the junior college and the liberal arts college.—R. C. I.

It is particularly significant that a man who has for almost two decades occupied a position of leadership among the liberal arts colleges of the country should reach the conclusion, different from that of some of his colleagues, that the junior college has a distinctive place which is not in essential conflict with the longer established four-year colleges. "That there should be permanent antagonism between one unit and the other units," he concludes, "is not in accordance with the spirit of American education."

He lists in compact form the following 10 features in which the junior colleges already are shown to be allies not competitors, and in which they "are contributing much to our educational progress as a nation":

They are furnishing opportunities for further education to thousands of our boys and girls whose circumstances prevent them from leaving home.

They are making modifications in their offerings which cannot be made so successfully by established institutions with programs already well developed.

They are relieving the colleges from an embarrassing influx of that large majority of students who are looking forward to early vocational pursuits.

Some of them are leading in the development of student advisory service.

They are stimulating the colleges to a careful study of their fields, constituencies, objectives.

They are demonstrating certain advantages in the lower-upper, the junior-senior organization of the college curriculum.

They are turning over to the colleges many students with tested qualifications for further study.

They are helping liberal colleges to strengthen their upper divisions. In some of these colleges the senior class is as large as the freshman class.

They are teaching colleges not equipped for the successful continuance of their present programs how to make program adjustments to new social conditions.

They are developing vital centers of the democratic spirit.

Junior college readers also will find food for thought in the chapters on "The Improvement of College Teaching," and "The Development of the Individual Student."

A bibliography of more than 300 titles is appended, but it includes only two titles referring to the junior college field.

The Literature of Junior College Terminal Education

Prepared for the

Commission on Junior College Terminal Education by

Lois E. Engleman Librarian, Frances Shimer Junior College

and

WALTER CROSBY EELLS

Executive Secretary, American Association of Junior Colleges

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Present Status of Junior College Terminal Education

Prepared for the Commission on Junior College Terminal Education

WALTER CROSBY EELLS

with chapters by

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Prepared for the

Commission on Junior College Terminal Education

by

WALTER CROSBY EELLS

with chapters by

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